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THE JOURNAL OF

HEALTH AND PHYSICAL EDUCATION

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Vol. III, No. 5

Women's College Directors' Societies
Eastern Association . . . . Dorothy S. Ainsworth
Mid-West Association . . . . . Dr. Margaret Bell
Western Society . . . . . Rosalind Cassidy

Some Implications of the Objective Health
. . . . . Frank S. Lloyd

With the American Track Team in South Africa
. . . . . H. D. Gish

Psychological Aspects of Physical Education
. . . . . A. S. Edwards

Promoting the Health of School Children Through an Organized Recreation Program
. . . . . Dr. F. W. Maroney

A Method of Combining Scores of Mass Athletics and Field Day Events
. . . . . A. S. Hotchkiss

Future Development in Physical Education
. . . Clair V. Langton, D.P.H.

An Interpretation of Play Days
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Games of the Baseball Type
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Competitive Work in Gymnasium Classes
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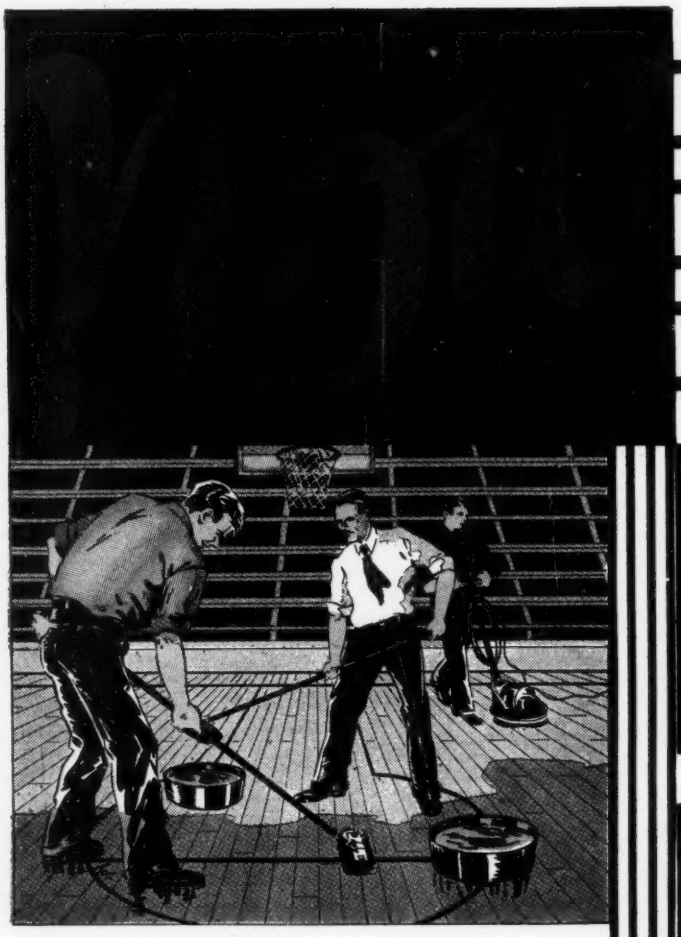

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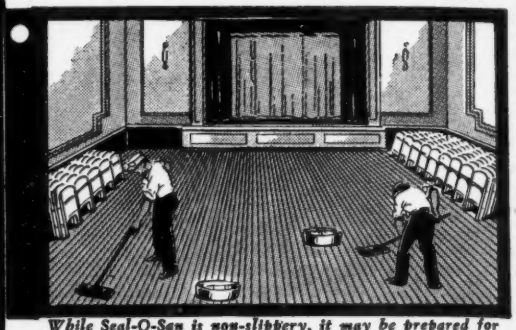

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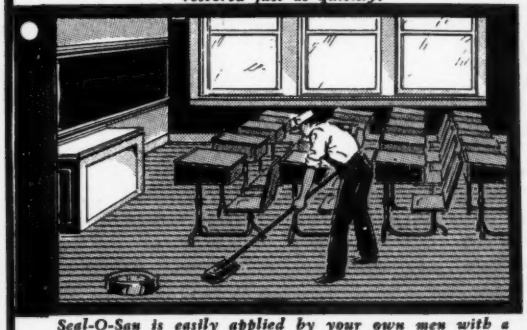

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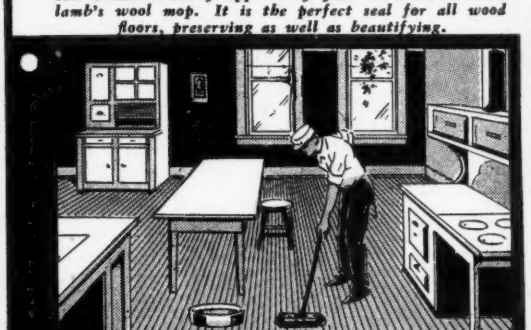

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The fifth of a series of articles explaining the origin, purpose and program of national organizations in the fields of health, physical education and recreation.

The History of the Eastern Association of Directors of Physical Education for College Women

By

DOROTHY S. AINSWORTH

President

Director of Physical Education, Smith College

AS early as the spring of 1910, Miss Amy Morris Homans invited "The Directors of Physical Training and the Presidents of Athletic Associations of New England Colleges for Women" to meet at Wellesley College to "ascertain the status of Physical Training in the New England Colleges for Women."[1] The colleges represented at this meeting were Wellesley, Mt. Holyoke, Colby, Bates, Smith, and Radcliffe. Each director and athletic association president told of the status of "physical training" in her college and in addition Miss Homans spoke of the opportunity that women's colleges had to make health the object of the physical activities of their students. A definite program for a college department was outlined and the need for credit for physical training was particularly stressed. In regard to organization it was decided that "if there exists an organization of Directors of Physical Training in Women's Colleges, that this body should be made a New England branch, but that otherwise it should be organized as an independent association."[2]

For the following five years the same group met annually[3] but no definite society was organized until 1915 when on February 25, 26 and 27 "the first meeting of the Association of Directors of Physical Education for Women was held at Wellesley College." There were present the Misses Ballentine, Bates, Belding,* Canfield, Cherry, Eisenberg, Gilman, Hanna, Homans, Murray, McKinstry,* Rodway, Sibley,* Stone, Stoner, Telford, and Wright. No president was elected but Miss Homans presided, and Miss Wright continued the office she had held for the five previous meetings as secretary of the group. A committee was appointed at this meeting to draft a constitution to be presented the following year.

In regard to the meeting itself it is interesting to note that the type of program used was much the same as that favored by the Eastern Association today—that is, the papers were given by the members of the Association and the discussions and demonstrations were related to the particular problems of a college group with but one or two speakers not of the Association.

The following year (1916) the Association met at Pratt Institute in Brooklyn with eighteen members present. Here the first constitution was accepted and Dr. Florence Gilman of Smith College was elected president. The object of the Association as stated in the first constitution was, and is, "to discuss the problems of organization and administration of departments of physical education in colleges and by definite cooperation, study, experiment, and research work, broaden and increase the usefulness of such departments."[4] The membership was to include "Directors or heads of Departments of Physical Education for women in colleges and institutions of similar standing in the eastern section of the United States."[5] The constitution also stated that meetings were to be held annually and that dues were to be one dollar a year. A year later the dues were raised to five dollars, where they have remained.

Since the first two meetings in 1915 and 1916 the directors have met annually. From the first meeting at Wellesley College in 1915 they migrated south first to Pratt Institute in Brooklyn in 1916, and then to Randolph-Macon, Lynchburg, Virginia, in 1917. The meetings have, geographically speaking, pursued the following course:

1918	Smith College, Northampton, Massachusetts
1919	Radcliffe College, Cambridge, Massachusetts
1920	Mount Holyoke College, South Hadley, Massachusetts
1921	Vassar College, Poughkeepsie, New York
1922	Bryn Mawr College, Bryn Mawr, Pennsylvania
1923	(second meeting) Wellesley College, Wellesley, Massachusetts
1924	Barnard College, New York City
1925	(second meeting) Smith College, Northampton, Massachusetts
1926	(second meeting) Vassar College, Poughkeepsie, New York

[1] From the Minutes of the first meeting.
[2] *Ibid.*
[3] Miss Homans contributes the following statement: "The group that gathered in 1909 met with additional representatives quite informally for five years, meeting the first two years at Wellesley. As we were not organized, there were no records of these meetings. Our object was to find out if it would be wise to organize a Society of Directors and to discover, if possible, a vision of what might be accomplished thereby."
* Present members of the Eastern Association (1931).

[4] First constitution of "The Association of Directors of Physical Education for Women." Article II.
[5] *Ibid.*, Article III.

1927 (second meeting) Radcliffe College, Cambridge, Massachusetts
1928 Skidmore College, Saratoga Springs, New York
1929 The University of Pennsylvania, Philadelphia, Pennsylvania
1930 Goucher College, Baltimore, Maryland
1931 (third meeting) Smith College, Northampton, Massachusetts
1932 The Directors will meet at New Jersey College for Women, New Brunswick, New Jersey.

As to the membership, it has steadily increased from the first six directors of physical training in New England colleges, who met at Wellesley College in 1910, to a membership list of fifty-five in 1931; or, to be more accurate, from the fifteen directors who met in 1915 to organize an Association covering a broader field than New England, to fifty-five members in 1931. In 1927 department members were invited to the meetings and since that date the group that profits by the meetings has been greatly enlarged.[6] But at the same time the Eastern Association has tried to pick, from the general field of physical education, subject matter applicable to the college field. Hence in restating the policy of the Eastern Association in regard to membership at the meeting held at Skidmore College in 1928 it was agreed that "it was the sense of the meeting that the Eastern Society wants to include all four-year degree granting colleges and universities that have in common required work in physical education for undergraduate students." It was on this basis that the membership list has increased in the last few years.

The presidency of the Association has shifted every three years as provided by the constitution and the following members have served in this capacity:

Dr. Florence Gilman, Smith College, 1916

Miss (now Dr.) Rachel Hardwick, Boston University, 1918

Miss Katherine Sibley, Syracuse University, 1921

Miss Alice Belding, Randolph-Macon, 1924 (now Vassar College)

Miss Gertrude Emery, Radcliffe College, 1927

Miss Dorothy S. Ainsworth, Smith College, 1930

The secretaries of the Association have held office longer than the presidents and to them the complete file of records is due. The first secretary was Miss Wright of Radcliffe, who not only served from 1910-1915 for the first group meeting but from 1915 to 1919 for the organized Association as well. Since Miss Wright, there have been several secretaries until 1926 when Miss Eline von Borries was chosen for the office. She has proved to be such an efficient secretary-treasurer that the society has persuaded her to remain in office since that date.

The Association decided in 1917 to affiliate with the American Physical Education Association, and as early as 1918 there was discussion of affiliation with the Directors of Physical Education for College Women in the Middle West. But the actual affiliation did not take place until 1924 when a joint meeting of the Eastern, Mid-West, and Western societies was held at Kansas City to discuss the organization and work of a National Association. Miss Mabel Cummings of Wellesley College and Miss Florence McArdle of Smith College represented the Eastern Association at that first meeting. Since that date three meetings of the National Association have been held in the East—at Vassar College in 1926, at Skidmore College in 1928, and at Wellesley College in 1930.

Because the Eastern Association of Directors of Physical Education for College Women is a discussion and study group, the accomplishments of the Association must, for the most part, be stated in terms of topics, studies, and speakers.

Nevertheless the Association has taken action on several matters. In 1918 a resolution was sent to the Massachusetts Legislature urging the passage of a bill making physical education compulsory in the public schools. In 1922 the members voted definitely against intercollegiate athletics for women. In 1923 they endorsed the resolution passed at Washington Conference and the National Amateur Athletic Federation. They voted in 1929 against the participation of women in the Olympic games of 1932.

The meetings have also given opportunity for the demonstration of physical education activities of colleges at which the meetings have been held. Gymnastic meets and demonstrations, dance recitals, swimming meets, swimming play days, and new sports methods have been shown the directors. At a few meetings new types of dancing, games, or gymnastics have been demonstrated. In 1915 the work of Dalcroze was shown. In 1924 Fundamental Gymnastics of Niels Bukh were demonstrated by a group of students from the Central School of Hygiene and Physical Education and again by students from the Boston School of Physical Education in 1927. In 1930 Miss Margaret H'Doubler of Wisconsin demonstrated her method of teaching dancing.

In addition to these demonstrations the society has been fortunate in securing for its programs men and women who have been excellent in their particular fields. Miss Homans was a member of the Association and spoke several times. Other speakers were Dr. Joseph Lee, Mr. Carl Schrader, Mr. C. H. McCloy, Dr. Jesse F. Williams, Dr. Clark Hetherington, Miss Margaret H'Doubler, Dr. R. Tait McKenzie, Dr. Skarstrom, Dr. Osgood, Dr. Goldthwaite, Dr. Esther Richards, Dr. Robert W. Johnson, Jr., Dr. Lay Martin, President Moore of Skidmore College, and Dean Nicolson of Smith College.

As has been stated elsewhere the greater number of the papers presented at the meetings have been prepared by members of the Association and upon topics relating to them. However, on glancing over the index[7] of papers which have been given it can readily

[6] Members present at the meetings.

1915—15	1923—14
1916—18	1924—12
1917—11	1925—18
1918—17	1926—21
1919—15	1927—21
1920—13	1928—21—guests 26
1921—14	1929—28—guests 23
1922—	1930—25—guests 36
	1931—24—guests 33

[7] It is Miss Tapley of Goucher College to whom we are so much indebted for a complete index of papers given at the Eastern Directors' Meetings.

DOROTHY S. AINSWORTH
Smith College. President, Eastern Women's College Directors' Society.

Right—MISS AMY MORRIS HOMANS. Photo taken June, 1931, Miss Homans is wearing her academic gown and hood, having just returned from the academic procession at Wellesley College. Russell Sage College, Troy, N. Y., awarded Miss Homans the honorary degree of Doctor of Pedagogy in 1930.

ELINE von BORRIES
Goucher College. Secretary, Eastern Women's College Directors' Society.

be seen that the topics cover a great variety of interests. The papers deal with the following subjects:

Administration and organization of a college department of physical education.
Art and physical education.
Athletics, athletic associations, the teaching of sports, gymnastics, the program, content, character.
Bibliography and reviews of publications of interest to this group.
Body mechanics, posture.
College and preparatory school co-operation.
Courses in hygiene.
Credit for physical education.
Fundamental gymnastics.
Medical aspects, orthopedics.
Mental hygiene.
Music and health.
Needs of college departments of physical education, the making of a department of hygiene.
Pageantry, dancing.
Physical examinations, anthropometric records, age, height, weight tables.
Physical efficiency tests.
Possibility of entrance credit for physical education in secondary schools.
Programs for the physically handicapped—
the nervous student
those with menstrual difficulties.
Psychological tests.
Relation of physical education to health education.
Rest, relaxation.
Salaries and relationship of members of the physical education department to other departments in the college.
Scholarships and loan funds.
Statistical methods.

These are the general headings and there have been several papers on many of the topics. These papers fall into different classifications. Some are the result of study and compilation of material, others are expressions of opinions valuable in themselves while still others are reports on situations in which the society is interested.[8]

This present year the Association has three studies upon which it is working. They are (1) present methods of grading physical education; (2) the physical education freshmen have had before entering college; (3) the freshman program of physical education (a) at a large city college for women (b) at a small rural college (c) at a co-educational institution. These studies will be reported at the 1932 meeting of the Association.

The organization of the Eastern Association of Directors of Physical Education for College Women was due to Miss Amy Morris Homans who called the directors together for their first meeting and actively guided the policy of the Association until her resignation from Wellesley in 1918. At that time she was elected as an honorary member of the Association and has so far been the only person to be thus honored. It is due to her wisdom and energy that the Association was started on so firm a foundation that it has continued since its first year to grow in numbers, interest, and usefulness.

Miss Comstock, President of Radcliffe College, speaking at the thirteenth Annual Meeting of the Eastern Association of Directors of Physical Education for

[8] A complete file of these papers may be seen at the Scott Gymnasium, Northampton, Massachusetts.

College Women, said that she was reminded by the group of directors of a meeting of college deans, at which one woman from a fairly remote college remarked that if she gained nothing else from these meetings, it was comforting to find that everyone else had the same troubles she had. Miss Comstock thought that this group doubtless felt the same way and she was quite right. The women to whom she was speaking were holding their meetings for the very purpose of discussing their troubles, their difficulties, and their problems, and seeking some remedy for them.

In fact, it has been said by more than one member of the Eastern Directors of Physical Education for College Women that their annual meeting is "one meeting they never miss." This is the case not only because our troubles may be shared at such a time but because members of the group have come to know each other well and to enjoy seeing each other. Hence these meetings have something of the character of a reunion plus new ideas and suggestions for work and an opportunity for a thorough discussion of puzzling points of administration and organization.

This survey shows that for the last twenty-one years women concerned with the administration of college departments of physical education have found an annual meeting both a profitable and pleasurable occasion. It is to be hoped this same interest and enthusiasm will continue and that the Association may continue to "increase the usefulness" of the departments of physical education represented in the Association.

The Mid-West Association of Directors of Physical Education for Women in Colleges and Universities

By

MARGARET BELL, M.D.

President

Director of Physical Education for Women
University of Michigan

INSPIRED by the values that the Society of Directors of Physical Education for Women in Colleges —which had been organized in the Eastern States through the wise encouragement of Miss Amy Homans—afforded to its members, a group of college directors in the Middle West held a meeting in 1917 for the purpose of organizing a Mid-Western Society.

The charter meeting was held in Chicago with Miss Gertrude Dudley acting as hostess to the group made up of a representative from each of the ten different colleges. At this meeting Dr. J. Anna Norris of Minnesota was elected president; Miss Blanche Trilling of Wisconsin, vice-president; and Miss Hester Carter of Carleton College, secretary-treasurer.

The purpose, as stated in the constitution, was "to consider the problems and to advance the interests of physical education for women in colleges and universities." At first, the meetings were devoted to administrative problems. As the scope covered by the programs broadened, it was recognized that a broader basis of membership would increase the value of discussions; and that by having more than one representative from each institution present, the benefits accruing to the member institutions would be at least double. New types of membership were created, including heads of departments in Teachers Colleges, and invitations were issued to additional members of the original departments. The response showed how general was the desire for opportunity for informal discussion within a comparatively small group. There seemed to be a need for a mode of interchange of ideas in a frank, confidential, and intimate manner.

In the meantime, a society west of the Rockies had been organized. The time seemed to have arrived for a merger of the societies into a national organization, and the Mid-West Society modestly admits having led the way to affiliation. The procedure for welding the three independent societies into one was not so simple as at first appeared. Each had been organized around the problems of its own personnel, and even lengthy correspondence failed to clarify all the questions that came up for discussion.

The three societies, therefore, were invited to send delegates to meetings of the Eastern Society at Vassar College in 1924, empowered to formulate provisions which would provide for the proposed national organization but would also safeguard the interests of all districts. Miss Sibley from the Eastern Society, Miss Bunting from the Western, and Dr. Norris from the Mid-West labored at the task, and finally were able to fashion a constitution which was adopted as the basis of affiliation.

Time has broadened the original purpose of the association and today the main avenues of attention are "to study the problems and promote the interests of departments of physical education for women in the Middle West, to encourage research, and to co-operate with the national association for the purpose of increasing its usefulness in advancing the standards of education and the ideals of the profession." The change in scope and interests is well illustrated in the programs.

The recent meeting held at Ohio State University from March 30 to April 2 was most inspiring. The sec-

ELIZABETH HALSEY
Iowa, Vice-President, Mid-West Women's College Directors' Society

GERTRUDE MANCHESTER
Ohio Wesleyan, Secy-Treas., Mid-West Women's College Directors' Society, 1929-31

DR. J. ANNA NORRIS
Minnesota, First President, Mid-West Women's College Directors' Society

tion meetings were unusually well attended. Miss Clark and her staff proved to be delightful hostesses.

In addition to greetings by Dean Gaw, the first morning session was a symposium on the college requirement in physical education and included a "Survey of Student Opinion," the "Opinion of Educational Leaders Outside the Profession," and the "Opinion of Faculty within the Profession."

The Wednesday morning session was directed toward the appraising of values attributed to physical education. The paper by Dr. Renshaw on "The Bearing of Recent Research on the Problems of the Acquisition of Skill" caused considerable comment.

At the administrative meeting it was decided that since the organization had grown to such a size it was impossible longer to have the free discussion necessary to evolve a common standard. Therefore the group was divided into two sections in order to discuss special problems pertinent to the larger and smaller colleges.

It was decided to form standing committees on the following problems: "Justification of Physical Education on the College Level"—Dr. Gertrude Moulton, Oberlin, Dr. J. Anna Norris, Minnesota, and Helen Hazelton, Purdue. "Teacher Training"—Helen Barr, Denison, Mrs. Nellie Cochran, Chicago Teachers College, and Louise Freer, Illinois.

The executive board members for this year are Dr. Margaret Bell, Michigan, president; Miss Elizabeth Halsey, Iowa, vice-president; and Miss Helen Barr, Indiana, member-at-large. Helen Saum of Kansas and Wilma Haynes of Missouri were elected to succeed Gertrude Manchester of Ohio Wesleyan, secretary-treasurer, and Edna Munro of Indiana, member-at-large, who completed their two-year term this year.

The Western Society of Departments of Physical Education for College Women

By

ROSALIND CASSIDY

President

Chairman, Dept. of Physical Education,
Mills College, California

THE Western Society of Departments of Physical Education for College Women is ten years old this year. It is celebrating this event by acting as hostess in the summer of 1932 to its parent society, The National Association of Directors of Physical Education for College Women. An outline of the history of these ten years has been prepared by the Secretary, Miss Sarah Davis. However, as an introduction to a review of our past we wish to speak briefly of our present and of the future which holds this anticipated tenth year birthday celebration.

On July 17th to 20th of this year the members of the Western Society will gather at Mills College in Oakland, California, to welcome the members of the Eastern and Middle West Societies for three days of conference and fellowship. The conference will open on Sunday with a formal dinner and reception. The special guests whom we plan to have welcome and greet our conference members at that time are: Dr. Gertrude Moulton, President of the National Association of Directors of Physical Education for College Women; President Aurelia Henry Reinhardt of Mills College; Miss Mabel Lee, President of the American

ELIZABETH KELLEY
Pomona College, Vice-President of the Western Society

SARAH DAVIS
University of California, Secretary-Treasurer of the Western Society

VIOLET B. MARSHALL
University of California, Vice-President of the National Women's College Directors' Society, and Program Chairman for the 1932 Meeting

Physical Education Association; the Presidents of the Eastern, Middle West and Western College Director Groups; and Mr. N. P. Neilson and Miss Winifred Van Hagen of the Division of Health and Physical Education of the California State Department of Education.

The conference is organized into three general meetings at which the speakers will be Professor Clark W. Hetherington, Dr. William H. Burton, and members of the Association. The rest of the meeting time will be given over to round table and group discussions. These meetings will be open to all staff members as well as to the directors of departments. While most of the round table discussions will be held in succession so that all may attend, a different plan will be followed in certain sessions in order that groups which have a definite special interest may meet together. Simultaneous round table discussions will be held for groups interested in administration (open to department chairmen only) in the dance, in team sports, or in other divisions of the general field which may be requested. Each group will appoint a chairman who will report to the general conference upon the discussions of her group. An interesting part of the program will be the reports of special studies or researches which are being carried on by departments or by individuals.

Trips will be arranged to San Francisco, to the University of California at Berkeley, and to Stanford University which has a beautiful new women's gymnasium. Recreational facilities for swimming, riding, tennis, etc., will be available each late afternoon.

The chairman of the conference program for the National Association and for the Western Society is Miss Violet Marshall, Director of the Department of the University of California at Berkeley, who is Vice-President of the National Association. She has placed on her committee representatives of the three societies so that this meeting will be truly national in including all points of view.

The Western hostesses already visualize a stream of overland travelers coming by train and automobile caravan to this meeting on their way to the other important meetings being held on the Pacific Coast this summer. The dates are so planned that members may attend the College Directors' meeting, and arrive in Los Angeles in time to take part in the Women's Division N.A.A.F. meeting, July 21st to 23rd, the International Recreation Congress, July 23rd to 29th, and then view the events of the Tenth Olympiad which opens on July 30th.

The Executive Committee of the Western Society for 1931-32 is: President, Miss Rosalind Cassidy, Mills College, California; Vice-President, Miss Elizabeth Kelley, Pomona College, Claremont, California; Secretary-Treasurer, Miss Sarah Davis, University of California, Berkeley, California; and Miss Elizabeth Jensen, Pasadena Junior College, Pasadena, California; Miss Helen G. Smith, Washington State College, Pullman, Washington.

Our ten years of organization as outlined by Miss Sarah Davis states that the Western Society of Directors of Physical Education for Women in Colleges and Universities was organized at a meeting held on July 21, 1921 at Oakland, California, with Miss Elizabeth R. Stoner of Mills College as temporary chairman. Others in attendance at this meeting were Miss Ruth Elliott of the University of California, Miss Emily Jameson for the University of California at Los Angeles, Miss Helen M. Bunting of Stanford University, Miss Emma F. Waterman for Miss Florence Alden of the University of Oregon, Mrs. Georgia B. Johnson of the University of Utah, Mrs. Butterfield for Miss Edna Docks of Oregon Agricultural College, Miss Emma

(Continued on page 51)

Some Implications of the Objective Health

By

FRANK S. LLOYD

Associate Professor of Education
School of Education, New York University

AN OBJECTIVE is a goal for which we strive. The late war left an indelible mark in the popular concept of the meaning of the word. The nature, implications and meaning of the goal or objective will be constantly changed and there will be different individual interpretations of its meanings. Education is in part the process which insures the increased precision of meanings and the delimitation of extraneous factors. With the definite acceptance of health as an objective of education one has a right to expect an increased understanding of the term and a more exact statement of its meaning. This however has not been forthcoming. School authorities do not agree on the meaning and implications of this objective. Subject matter on school health in many cases represents the stress on one aspect of health, when the statement on the meaning of the objective has the broadest connotations.

It is exceedingly difficult to think in terms of the newer objectives of education. Our interests, attitudes, and knowledge, due to our training and the educational pattern of which we are a part, center around the establishment of habits of adult social adjustment, the process of impressing children with subject matter, the need to pass the necessary examinations which are to determine the child's ability to memorize and, in a few cases, understand the subject. It is a vicious circle where we prove the efficiency of our education by measuring the ability of individuals to throw back to the teacher that which has been presented. What happens to the child is of less importance than the satisfaction accruing to the teacher, school, or city, in showing that the human mechanism can be so trained or disciplined that it can reproduce without individual differences that which is presented. A school's success is its achievement in the regents examinations, irrespective of what happens to the child in the process of preparing for such regents, or in the value of the regents for successful living.

The total personality objectives of health, character, and social efficiency center the emphasis on the child and stress that education is living. They are total objectives dealing with the whole personality of the child. The child is an expressing organism, rather than an impressive *tabula rasa*. Our sectionalized, chunk concept of children increases the difficulty of visualizing the child as an integrating active self-directing organism. We are anxious to be in line with educational progress and to accept the modern objectives. We are less anxious, however, to carry out the implications of these ultimate goals particularly if they in any way disturb the present administrative establishment. It would sometimes appear by the tenacity with which we defend our administrative form that the child was made for the form, rather than that administration exists for and because of the child.

There are, as I see the field, four general groupings of objectives of health:

1. The first grouping represents a stress on health or organic vigor. Reisner in 1924 stated that "physical education or health is education in general approached from the viewpoint of the necessary physical support of intellect and moral excellence."[1] Maroney in 1928 refers to health and physical education as being concerned with the physical welfare of the pupil, the teacher, and the community.[2] This viewpoint is expressed in the type of program which has as its aim the removal of physical defects, the elimination of physical handicaps, and the establishment of that aspect of health knowledge concerned with the physical well-being of the individual.

2. The second presents health in the broadest interpretation: "The ideal of health is not mere freedom from obvious deformities and pathological symptoms; it is the realization of the highest physical, mental, and spiritual possibilities of the individual."[3] This grouping includes the definitions of health which emphasize the relationship of mind, body, and spirit, stressing the total, integrated, healthful personality.

3. The third, which may accept either of the above two positions, states that health is an ultimate objective that is valuable in itself, that health implies social efficiency, character, and individual harmony.

4. The fourth insists that health is a preliminary objective, a background objective, a "condition of the organism" which paves the way for the attainment of efficient living. "Health is not an end of life or education but it is an essential condition for the realization of worthy ends."[4]

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[1] Edward Reisner, "Physical Education in our Changing Philosophy of Life." *Discobolus*, New York: Teachers College, March 1924, p. 8.
[2] F. Maroney, *Physical Education Teaching Manual*. New York: Lyons and Carnahan, 1928.
[3] *Health Education Report of the Joint Committee on Health Problems in Education*, New York: Thomas D. Wood, 526 West 120th Street, 1930.
[4] Thomas D. Wood, *Health in Education*, Bloomington, Illinois: Public School Publishing Co., 1910, p. 9.

There are combinations of these viewpoints. Health as organic vigor may be accepted as a preliminary background objective, or an ultimate objective. The total healthful personality as the expression of health may be an immediate objective, a preparatory setting, or as an end in itself, an ultimate objective. We may accept the broader connotation of health as our philosophy and set up teaching procedures and materials which deal only with organic or physiological health and, what is even stranger, maintain that this is an adequate health program.

Implications of the Objective

Let us examine the implications of these viewpoints. *Accepting that the purpose of health education is organic efficiency* or that the objective health is concerned only with physiological conditions, then the health program must be limited to the protection from, and the removal of, physiological defects. It will insure that proper environmental conditions are established for the promotion and maintenance of this physiological health and that opportunities for the development of organic power are provided. It does not by its definition include the mental hygienist's contribution unless it be assumed that organic health implies all phases of personality expression. The programs and the training of its staff certainly do not indicate the justification of this latter assumption.

The program of health education which is limited in range to the offsetting of postural deviations and the removal of physical defects does not appear to have as its responsibility the total health of an individual. Reversing the picture, there appears to be little justification for assuming that the broadest interpretation of health is implied when the staff of health educators is composed of a medical doctor trained in physical pathology, a physical educator trained in the presentation of hygiene and physical education activities, with perhaps the addition of a nurse trained in the handling of cases suffering from physical pathologies; or when the program is limited to the building up of organic vigor, removal of physical defects, and instruction in the knowledge of how to sleep, eat, work, and rest. Assuming that all of these have contributions to make to the broader viewpoint, there would appear to be a narrowness of scope and an inadequacy of responsibility to the child and the public.

We no longer accept that the medical doctor is adequately trained to handle all of the health aspects of an individual, or that health is limited to the field for which the medical doctor is trained. We may be willing to accept this as a necessary aspect of the objective and set up separate procedures for the maintenance of mental balance and the other factors sometimes labelled mental hygiene. If this is done, then such health work must be labeled physiological health as a partial contribution to the broader health objectives.

Accepting the broader viewpoint of health, that of the maintenance of a total, integrated, efficiently functioning personality, procedures must be established which insure such efficient functioning in all aspects of the school life and in all aspects of the child's life as can be efficiently administered by the school. It implies the assurance that all types of handicaps will be removed or, where this is not possible, that they will be compensated. It permeates into every item of instruction and every molecule of the child's personality. Its responsibility is on every teacher and officer of the school, and with no particular teacher. It implies that the person or persons administering such an objective must be able to organize and administer in all aspects of health, to insure the maximum contribution from every situation presented in the school.

If we accept health as *an ultimate objective,* we accept health for health's sake. The totally healthful individual is our aim irrespective of the direction in which he is traveling. A healthful individual is not necessarily a characterful individual. He is not necessarily making his greatest contributions to himself and to the society in which he moves.

I am assuming that health in its broadest connotation—in which the healthy personality is one "which enables the individual to make successful, happy, and effective adjustments to his environment,"[5] and as such is a basic objective of education—represents the trend of the best thinking in health education. Here there is a positive emphasis as opposed to the negative emphasis which has characterized health education. Less stress is placed on the psychology of fear as the basic methodology for effective health education. That fear is an effective weapon is apparent in the modern advertising of medical and semi-medical products, and the justification of health education based on the list of the incidents of disease and morbidity and the findings of the late war on national defectiveness. Fear however is not accepted as the most effective method for the development of healthful personalities. It appears that it is difficult to understand or define health except by means of health deviations or by the achievement in activities. That is one of the reasons for the statement that children are not interested in health as such.

Implications from the Child's Viewpoint

The hygienic process of learning is very much the concern of every teacher if we are to help in the development of healthful personalities. It is not only the hygiene of sleep, rest, or the sanitation of gymnasiums and lunchrooms; it is the application of the laws of hygiene in the most unnatural of all learning situations—the classroom. Efficient teaching in all subjects must be evaluated by the changes which accrue in the child as a living, expressing personality, of which knowledge of subject matter can never be more than one aspect of the conditioning which results from the classroom situation. It involves the adequate classification of children, which may or may not be on the basis of homogeneity, and the removal of unnecessary strains which may be found more in the teacher's attitude than in Mary's flat feet. The teacher must understand the span of interest, and the basic interests

[5] *Ibid.* Health Education, p. 34.

of her children must be the point of departure from which knowledge grows out of the vital experiences of the child. Education is living and the child must achieve healthful living through the drive of doing those things which to the child mean full living, joy, and happiness.

In removing or conditioning defects we must think of the whole child. It may be perfectly efficient to have a special group for the correction of postural deviations, but if this leaves a neurotic introspectional interest in the defect then its value may be doubted. Health education must be imbued with a positive attitude rather than the curative attitude, however important cure may be. It is concerned not only with prevention but with the fuller expression of individual lives.

Implications in the Program

The objective *health* obviously demands that every procedure be established to insure a healthful environment and full opportunities for the development of functional efficiency; that all remedial handicaps be removed, and that irremediable handicaps be considered in the prescription of activities and the grouping and teaching of children; that adequate protection be provided for the child which will involve examinations, inspections, health service, and the many other details listed under such programs. Beyond these it will include according to the Joint Committee report, the establishment of hygienic personal habits, knowledge of health principles and facts, and stimulation of ideals of health.[6]

How are these last items of the health obligations to be met? They deal with the conscious conditioning of a child's behavior for known goals. If health is an accepted objective of education, then every activity presented within the school's jurisdiction must make its maximum contribution to this objective. It is possible, however, that there are differing degrees to which the various activities of a school provide opportunities for the development and guidance in terms of this objective.

It is an accepted maxim of education that efficient learning springs from the vital interest of the child. The child is not interested in health as such unless he is in a pathological condition. He is interested in living, and living is best expressed in the doing of those things in which he is vitally interested and from which he obtains fundamental satisfaction. Those activities which are of vital interest and afford deep satisfaction become ideal means of health education.

We need to create an interest in the ideal of health which will always be expressed in full living, and the approach must be through the drive of the desire for full expression of living. It becomes necessary in the building of an ideal of health to develop an introspectional feeling tone about the healthful condition. When this should begin calls for a greater understanding of the child's behavior tendencies than we now possess. It is doubtful if hygiene, as it is generally presented in chunks of grouped information where we exhaust the information on sleep and then pass on to eating and so forth, should be taught before the period when such an introspectional evaluation should begin. Before this period the passing on of information should occur as the child experiences a need for such information. The physical education play activities, because they demand by their very nature full expression, interest, and deep satisfaction, become ideal means for such education. The lack of health becomes most apparent in these activities. The satisfaction in the doing of these activities becomes an ideal drive for the interest on the part of the child in the establishment of right ways of living. This does not mean however that the limit of the health education program is bound within the walls of physical education and informational hygiene. Such a view indicates a failure to recognize the opportunities and responsibilities of the other activity experts.

The teacher of physical education has enormous responsibilities for the healthful living of individuals because of the nature of the activities, the developments which accrue, and the opportunities for leadership—greater perhaps than those of any other aspect of the school program. This does not imply that health is the peculiar prerogative of physical education or that the contributions of physical education are limited to the health objectives.

Who Shall Teach Health?

Health cannot be taught. Health is not a subject. It is an objective. We do not teach efficient citizenship—it is lived. We can however provide information which may lead to efficient citizenship. Health is a total school objective and is therefore no one teacher's peculiar objective. Neither may any teacher fail to meet his obligations connected with this objective. Every school official, janitor to principal, has responsibilities for the establishment and maintenance of pupil health. If the opportunities for health guidance grow out of the interests and activities of the child, then the teacher becomes the primary health educator.

The amount of knowledge pertaining to healthful living, particularly if the knowledge possesses a cure emphasis, is not the most efficient criteria of the effective teacher of health. He must first be an educator, an expert in the hygienic conditioning of children's behavior which demands that the teacher enjoy mental health. "For to force a child daily into the presence of a teacher who does not enjoy mental health may be worse for the pupil than compulsory child labor."[7]

The health program needs experts on the periphery of the educational procedure for the diagnosis and prescription for extreme deviations, their primary purpose being the removal of handicaps so that the educational process may go on most efficiently. This however is a minor part of the total program. It is exceedingly difficult for the public, educators included, to overcome the awe of cure and to abstain from giving it more attention than the process which makes cure unneces-

(Continued on page 60)

[6] *Ibid. Joint Committee Report on Health*, p. 31.

[7] Daniel W. LaRue, "Mental Health and the Principal." *The Journal of National Education Association*, Vol. 18, No. 6, June 1929, p. 187.

This group of American athletes won 96 events out of a possible 119 during their recent tour of South Africa. Left to right, front row: Frank Crowley, Manhattan College, New York, miler; Herb D. Gish, manager, athletic director, University of Nebraska; J. A. Hossack, South African manager of tour; Emmett Toppino, Loyola College of New Orleans, sprinter. Back row: Barney Berlinger, University of Pennsylvania, field events; Ed Genung, Jr., University of Washington, Seattle, half mile; Vic Williams, University of Southern California, quarter mile; James Hatfield, University of Indiana, hurdler; Cy Leland, Texas Christian University, sprinter; Walter Marty, Fresno State Teachers College, high and broad jump; Nathan Long, University of Utah, quarter miler.

With the American Track Team in South Africa

Summer of 1931

By

H. D. GISH

Team Manager

Director of Athletics, University of Nebraska

IF I HAD been asked a year ago to write an article on "Athletics in South Africa," it would have been necessary for me to obtain the desired information from encyclopedias and other publications on the subject. And I probably should have expected to find accounts of spear-throwing and wild animal hunting natives. It was my good fortune, however, to be selected as manager of the track team sent to South Africa last summer to represent the Amateur Athletic Union of the United States in a series of international track meets in this distant land, and I was thus able to learn of their athletics and general physical welfare programs by actual observation and association.

The team representing the United States was selected from the athletes who competed in the National A. A. U. Track and Field Championships held in Nebraska Memorial Stadium, July 3 and 4. Ability and performance of the men in these Championships were the sole basis of selection and it is a tribute to American university athletics that all nine athletes selected were university men—men who had been trained by college coaches. Four of the nine graduated from their respective schools last spring while the other five are now back in school.

The team sailed from New York on the afternoon of July 8 bound for Southampton, England. Only one of our party of ten had ever been across before, so nine of us had our first experience with ocean travel. We had a very smooth crossing the six days journey from New York City to Southampton and as a result all of us became good sailors. This was evidenced by the fact that not one of the team was sick a single day of the

forty-six days we spent on the ocean. On arrival in Southampton we had a three-day lay-over before taking the boat to Cape Town so we went to London for training on London tracks and for a general sightseeing trip. Beval Rudd, the South African 400-meter champion in the 1924 Olympics, took us in hand and delightfully entertained us our two days in London. We practiced at the Duke of York headquarters track and a number of us had lunch as the guests of Mr. Rudd and the South African High Commissioner to London at the new Universities Club which is composed of Oxford and Cambridge graduates. The rest of our time in London was spent in general sightseeing of which the changing of the guards in front of Buckingham Palace was the most interesting event.

Then came our seventeen-day trip from Southampton to Cape Town with only one stop of four hours at Madeira. A trip ashore for a brisk walk over the mountain sides, much bargaining with the native shopkeepers and "hawkers" of linens and curios and finally a swim in the bay made our short stay at Madeira, a very quaint and picturesque island village, most enjoyable. Deck games, daily workouts, dances each evening, and much visiting with the South Africans on board caused the remaining thirteen days to Cape Town to pass quite rapidly. We were very fortunate in having cloudy and cool weather in the Equatorial Zone so we did not experience any severe tropical heat, although we were told that heat in the tropical zone can be almost unbearable.

On arrival in Cape Town on August 3 we were first treated to South African hospitality. The Mayor of

1.—Protecting diamond mines in South Africa requires an entrance gate with charged wires over top and heavy locks. 2.—American athletes visiting one of the parks in Johannesburg. 3.—A South African rule makes it necessary for all natives to be clothed from shoulders to knees when they enter corporate limits of cities. It doesn't take long to drop these "one-piece" blankets as soon as they reach the open country again. 4.—Director Gish with trophy of a hunting trip. 5.—Athletes working out aboard ship with medicine ball. 6.—The voodoos and medicine men still do a nice business in South Africa. The white clay on the faces of the youngsters in the photo is to scare away a certain kind of devil. 7.—Another form of workouts aboard ship—tea drinking. 8.—You're looking at $4,000,000 in cut and uncut diamonds in this picture.

Cape Town, Mr. H. J. C. Stephan, and the American Consul, Mr. Cecil Cross, gave an official luncheon reception in our honor. Our first impression of South Africa was a true and lasting one—that our hosts were a cordial, lovable people, most hospitable, with a keen interest in athletics and sports. As a matter of fact we could not help liking all South Africans because they are all so "American."

Our first association with South African athletics was in Port Elizabeth where the first of our nine scheduled track meets was held. We won this meet by a score of 13 to 1, counting only the first place and this scoring one point. As a matter of fact the American team won all nine meets, winning 96 out of a total possible 119 individual events. But too much should not be said of the scores because the purpose of our trip was not that of showing our superiority over the South African athletes, although as a general rule this was shown to a marked degree. Ours was an educational trip to teach their athletes by actual competition against them, by exhibition, and by instruction, American methods of track and field athletics. We found them very eager to learn. We also found them to be great natural athletes but very poorly trained in the rudiments of various events. One city that we visited had never seen the pole vault; two others had never witnessed a javelin throw.

The South African young man reminds one of the young man from the farm in mid-western states. He is quite large and husky, is well developed physically and is fit material from which fine athletes can be made. He has always been in the open, he is accustomed to doing things with his hands. As a matter of fact he is a "diamond in the rough" as regards athletics. Our competitions were all with white South Africans. When the term South African is used, one refers to the less than 2,000,000 whites in all of the Union of South Africa—the English, Dutch, Americans or any of the other white races. The word native is used to denote the various black races which number approximately 6,000,000 people.

We had not been in South Africa but a few days until we found that some South Africans were a little skeptical of some of the marks established by members of our team as well as other American athletes in competition in the States. It seemed incredible to some of them that American athletes could high jump 6 feet, 6 inches, whereas their Union record was only 6 feet, 2½ inches. Likewise in the javelin throw our marks of 220 feet, etc., seemed so impossible when compared with their Union record of 162 feet; and in the pole vault their national record was only 11 feet, 6 inches, whereas a number of American vaulters have cleared 14 feet. In other events South African marks compared very favorably with American performances. South Africans have twice won the high hurdles in the Olympics, the last time in 1928 at Amsterdam by Sid Atkinson of Durban, South Africa, an athlete who "made" himself, but who is no longer active in track competition.

As a matter of fact, all South African athletes have made themselves. They do not have, even to a small degree, the many opportunities afforded our American athletes. In the first place they do not have track coaches even in their universities and colleges, their cities are far apart, travel is expensive, and money is scarce.

Members of the American team established many South African records. Barney Berlinger of Pennsylvania University established new records in the pole vault, javelin, shot and discus, the last two later being broken by Harry Hart of South Africa with marks of 51 feet, 7 inches and 147 feet, 6 inches respectively. Berlinger's best marks in the other two events were 13 feet, 2¾ inches and 193 feet respectively. Emmett Toppino, Loyola University, New Orleans, set a new mark of 9.6 seconds in the 100-yard dash. Jim Hatfield left a 14.7 second record to his credit in the high hurdles, while Walter Marty of Fresno, California established a record of 6 feet, 6¼ inches in the high jump. The spectators were amazed at these performances and especially so at the consistency of them. Berlinger broke the old South African record in the pole vault six times, the javelin six times, the shot put three times and the discus four times. Marty broke the South African high jump record in seven out of nine meets, Hatfield set a new high hurdle record four times, while Toppino ran the 100-yard dash three times in a new South African record performance.

The crowds that witnessed our meets were enthusiastic and appreciative. Good performances were always heartily applauded whether the winner was South African or American. Our crowds ranged from 4,000 spectators in a city of 5,000 people to 13,000 at Johannesburg and 16,000 at Cape Town for the Championship match, U. S. A. vs. U. S. A. (Union of South Africa vs. United States of America).

During our stay of five and one-half weeks in South Africa, we traveled 3,500 miles and thus saw much of this most interesting country. I was particularly fortunate in being able to take a trip into the wild game country where I saw hippos, lions, giraffe, zebra, baboons, wild beasts and many other of the South African jungle folk. Barney Berlinger of Pennsylvania accompanied me on this trip and we were able to obtain shots of them with our small movie kodaks. We spent one night in the jungles, sleeping (or trying to do so) to the accompaniment of the jungle orchestra of which the lion seemed to be the leader. To me this night in the jungles was one of the greatest thrills of the whole trip.

We also saw other things for which South Africa is famed. We went down into the diamond mines and witnessed diamond mining from the time the rock is blasted out of the shafts until the diamond is the finished product, cut and polished, ready for the market. A trip into the gold mines at Johannesburg, a visit to the mammoth sugar cane plantations in Natal Province, trips through large ostrich ranches, to say nothing of the many public receptions and parties in our honor, kept our time fully occupied.

(Continued on page 58)

Psychological Aspects of Physical Education

By

A. S. EDWARDS

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IN ITS origin and development physical education has had close relations with psychology.* The Department of School Health and Physical Education of the N. E. A. from 1894 to 1911 was known as the Department of Child Study. It is worthy of note that the New York Law of May 15, 1916, stressed certain preëminently psychological matters, namely, habits, customs, methods adapted to the development of correct physical alertness, self-control, disciplined initiative, sense of duty and spirit of cooperation under leadership, and the like. Physical education is involved in psychological problems throughout; and while some of them may not be very well recognized, others of them are insistent and demand solution in the laying of the foundations of a program of physical education.

It should be unnecessary at the present time to defend physical education; we are rather able to say that its possibilities have been shown and that a sound program of physical education has its very valuable contribution to make to the broad training of the individual. It is to be contrasted to the intensely and exclusively intellectual education. Neither is sufficient in itself. And it should be clear to the student of educational problems that physical education has the opportunity to train—to discipline—the individual in a most fundamental and valuable way.

With this brief introduction we shall now consider some psychological aspects of physical education. In the first place psychological experiment has shown with considerable clearness that it is useless to attempt premature training. We may, for instance, point to the study of twins made by Gesell. The twin that had premature training in climbing stairs was not a bit better off some time later when the other twin, almost without training, climbed the stairs as well as his trained brother. We need not only to be impressed with the uselessness of premature training but also with the fact that such training has its dangers in the injury of the individual.

Recognition of habit has perhaps never been too fully made. Mere facts, the value of which is not to be minimized, are perhaps the cheapest things on the market; they can be obtained in books and encyclopedias, etc., with a little trouble—and they can be forgotten with less trouble. The teaching of facts may be relatively futile and it is therefore the special opportunity of physical education not only to teach facts as such but to make them a permanent and effective influence in the individual's life by requiring training in their use and application so that they will become permanent in the form of habits. Health *facts* are important; but health *habits* are hardly to be overestimated as part of an education.

SPECIFIC results are not the only things that are possible. We need not involve ourselves in the much debated question of formal discipline or of transfer of training. Experimental evidence is at hand to convince anyone who will inform himself that there is, or may be, something general in training. We need not raise the question as to whether or not there are generalized habits. We may use the terms general attitudes and dispositions. Development of ideals, improvement in generalizations, or acquisitions of methods may insure that the training shall be effective in more than the particular situation in which the training took place. In precisely this very thing we find that physical education has excellent opportunity. The development of the attitude of fair play, of ability to do hard work, to face the strenuous and perhaps the painful—these are things that are central to the very character of the individual. One who learns to have a reasonable self-confidence, to maintain self-control, and to hold without flinching to strenuous physical activity, is a different individual from one who is forever uncertain of himself, who shrinks from the painful, who avoids the unpleasant. Indeed the very requirements of the physical activities may afford opportunity for the detection of cases which need careful diagnosis on account of abnormal tendencies.

Thus there may be revealed special opportunity for preventive work with children especially at the time when it is most valuable. The treatment of abnormal tendencies is most needed at the earliest possible moment. Life-long suffering may be averted and even insanity avoided if cases are discovered at the beginning and not permitted to develop. The work of mental hygiene is closely bound up with general hygiene and is probably more than half of all hygiene. Just as psychology is needed in the development of a proper program of training, so some knowledge of the psychology of the abnormal makes its contribution to the work of teachers of physical education in their part of the work of prevention.

Prevention of the development of abnormalities *with-*

(Continued on page 59)

* Address given at meeting of the State Physical Education Association, Georgia, 1931.

Promoting the Health of School Children Through an Organized Recreation Program

By

F. W. MARONEY, M.D.

Teachers College, Columbia University

SOME TWO thousand years ago, the great teacher said "Suffer little children to come unto me" and since that time, to greater or less extent, mankind has been interested in the care, training, and education of boys and girls.* Great national organizations have been endowed and supported, leaders have been trained, and parents have been appealed to in the cause of childhood. During the past two years many of us have been privileged to work, as members of President Hoover's committees, on the White House Conference for Child Health and Protection. Men and women from the ranks of parenthood, business, professional life, and education gave of their best in the study of present conditions, proposing legislation, and in general educating the public at large to the importance of this great business of life.

Lord Fisher of Great Britain's war-time cabinet said that "Education is the eternal debt that maturity owes to youth." But to great masses of people, the word *education* connotes only the things of the brain. To them, muscle tissue is something associated with fighting, wrestling, athletic teams, perspiring bodies, and gymnasium dressing rooms. They are pleased to either forget or not understand that we walk, see, read, write, and are moved to great emotions or great effort by the whole body. To this group, recreation means plays, games, and athletics as the necessary outlets for restlessness. Most of us at one time or another have sat, studied, recited, and been bored beyond all disciplinary restraint in overheated, under-ventilated, unattractive classrooms presided over or "kept" by teachers who died at the age of thirty without being conscious of it. To those teachers, and fortunately their number is growing less in well organized school systems, the recreation (or, as it was called in those days, the "recess") period was a time when the young heroes and heroines were turned loose on a vacant yard or unused plot of ground. (It would be unfair to call it a playground.) The teacher remained inside where she reigned supreme. She believed that the teaching of good hygiene, the values of outdoor exercise, etc., were covered in the lesson assignments. The curricula pointed out the inherent social and character values of plays, games, and all that sort of thing but "hers not to reason why" or to take any real responsibility for it. Get the children out, let the law of the survival of the fittest work out as it would. Let them get rid of that superfluous energy so that they would come back and sit quietly, speak when they were spoken to, learn to be little ladies and gentlemen by reading about King Arthur's *Knights of the Round Table* and other inspiring books.

IN 1889, a group of noted educators met in the city of Boston, Massachusetts. The subject of physical education in the schools was discussed. There was seemingly a need for physical exercise as a part of the regular school program. Experts in the field of physical education were called in to give advice and help. The educators wanted a program that could be adapted to the classrooms, be inexpensive, taught by the classroom teacher, and one that would require little in the way of equipment. The physical education experts, flattered that the general educators were at last seeing the light, enthusiastically accepted the challenge believing that if they could but get their subject included in the course of study the first real victory would be won, and that it would only be a matter of time and education when the superintendents would really understand the importance of a complete physical education program. The physical education experts devised a graded series of marching steps, folk dances, classroom games, and calisthenics or free hand exercises. The condition of many schools made it necessary to omit all rhythm work including marching and running games.

Many of the classroom teachers accepted the new style as an added duty, an imposition. They were too old, too tired, or too well dressed to lead a class of vigorously alert youngsters in exercises that were to them uninteresting and meaningless.

There was some good work done, it is true, but in the main the children of America were handed a "gold brick" so far as a free, active, joyful participation program was concerned. The effects of this well-intended movement on the part of our leading educators can be demonstrated any time by one who is interested. Ask any ten men or women you meet on the street, what is their interpretation of physical education, and six or more of them will first flex and then extend their arms sideward or upward as they count one, two, three, four. They were never taught that physical education included mass games, recreational activities, athletics, gymnasium practice, swimming, skating, hiking, the arts of self-defense, tennis, golf, etc.

* Address given before the Department of Superintendence meeting of the N. E. A. at Washington, D.C., February, 1932.

PHYSICAL education should be purposeful, educational, and measurable. It should teach the game, athletic, and dancing skills that the child will use on the playground. It cannot take the place of the latter, but should go hand in hand with it, and the wise superintendent will insist upon a close tie-up of the school and the outside play activities of the school children.

Among the outstanding reports approved by the Department of Superintendence was the one dealing with the Cardinal Principles of Education. Health was the first principle named, and one has reason to believe that the committee members, who submitted the report, intended health to mean physical, mental, and social health. That is, not the mere absence of disease, the knowledge of hygiene, or even the ability to recognize deviations from normal health, but rather health growing out of activities and these activities motivated by health skills, habits, and attitudes. Health ideals and practices come from, or may be attributed to, the inspired leadership of a sympathetic teacher, a teacher interested in boys and girls rather than in subject matter alone. To this leadership and stimulus must be added the actual doing of something on the part of the pupils; the doing of healthful acts over and over again until they become a subconscious part of the child's everyday life.

The lessons on the draft, the physical unfitness of young men in the prime of manhood, strengthened the hands of our educators. It is to their credit that an aroused general public opinion stimulated legislators to pass mandatory and permissive laws pertaining to the teaching of physical education in the schools. Today some ninety per cent of the school children of the United States are benefited by these laws. Taken by and large, education has gone far in these United States. Beautiful buildings, excellent equipment, good teachers, helpful supervisors, fine principals, and superintendents who are leaders of public opinion in the cause of boyhood and girlhood, are the rule rather than the exception. Some people are still in the "teach them the fundamentals, never mind the fads and frills" mental attitude. They talk about and solemnly bow their heads when someone says, "The boy of today is the man of tomorrow," "As the twig is bent so will the tree grow," "Play is God's way of teaching children how to work," and few would disagree with that excellent statement of Joseph Lee's—"The boy without a playground is father to the man without a job." The Boy Scouts, Girl Scouts, Y. M. C. A., Y. W. C. A., and comparable organizations are doing and will continue to do fine work but no school system is sound and no educational procedure can be justified that does not accept the responsibility for and the operation of an activity program that will inspire, intrigue, and captivate the interest of all the school children. We must not "pass the buck" and hope that the relatively small percentage of children who can and do take advantage of the privileges offered by these private organizations will bring a something into the life of the schools that will be wholesome and healthy for all.

It is true that few, if any, normal adults would actually deprive children of their birthright—the right to run, jump, climb, swing, throw; the right to be happy, gay, and care-free—during the formative period of their lives. But all too often in the busy whirl of daily existence, with its urge to achieve in the accumulation of wealth and power, with its greed and selfishness in the world of politics, the actual doing of something for the children in the way of a well-organized physical education and recreational program is either neglected or put aside for consideration until some later day. The taxpayers have a right to be proud of their civic buildings, schools, museums, libraries, and public parks.

But it is the exception rather than the rule to find a system of playgrounds worthy of the name in many of our communities.

ONE dictionary defines recreation as "refreshment of body or mind." The appreciation of good music, art, and literature is, no doubt, recreative, but the purpose of this paper will deal with recreation as we think of it in terms of body refreshment—plays, games, athletics, hiking, and swimming. (That is, activities engaged in outside of school hours.) Granted that all of these are natural activities and granted also that normal healthy children love to take part in them, how should the program be organized and administered?

Organize, deputize, and supervise are terms known to all school men. Organize in terms of time, space, and equipment; deputize in terms of well-trained, loyal, cooperative instructors who understand and love children; and supervise in terms of helping the teacher in service to reach higher standards of performance as measured in the responses of the children to the program.

Every school should have adequate play space. The yards, playing fields, and courts may be artistic in arrangement, beautiful in appeal. Trees, bushes, grass, flowers, streams, and hedges may be used to impress upon the minds of children and parents the importance of good taste, pride in ownership and civic responsibility in care and operation.

However, a playground of loose gravel, enclosed by a wire fence instead of trees or a well trimmed hedge, does provide opportunities for recreation. It at least meets the requirements of space.

The equipment should be adequate and adapted to the age of children using the playground. Slides, swings, sand boxes, space for team games, wading and swimming pools, shady spots for basket weaving, story telling, and such other activities that space and the ingenuity of the teacher deems necessary, should be provided. It goes without saying that the equipment should be durable, should withstand weather, should be frequently examined to insure safety, and its use should be carefully supervised.

Teachers should be well trained and their appointment made on the basis of merit and personality rather than political affiliation. These teachers should not follow a rigid program. They should allow for individual

(Continued on page 62)

A Method of Combining Scores of Mass Athletics and Field Day Events

By

A. S. HOTCHKISS

Superintendent, Division of Physical Education and Athletics
Tennessee Coal, Iron and Railroad Company, Birmingham, Alabama

THIS plan and organization of a program for combining Mass Athletics, wherein all take part, and Field Day Events, wherein the more proficient take part, has been in successful operation over a period of eleven years, in the two upper elementary grades and the first two years of junior high school, in twenty-two schools operated by the Tennessee Coal, Iron and Railroad Company, under an arrangement which they have with the Boards of Education in Jefferson, Bibb, and Tuscaloosa Counties.

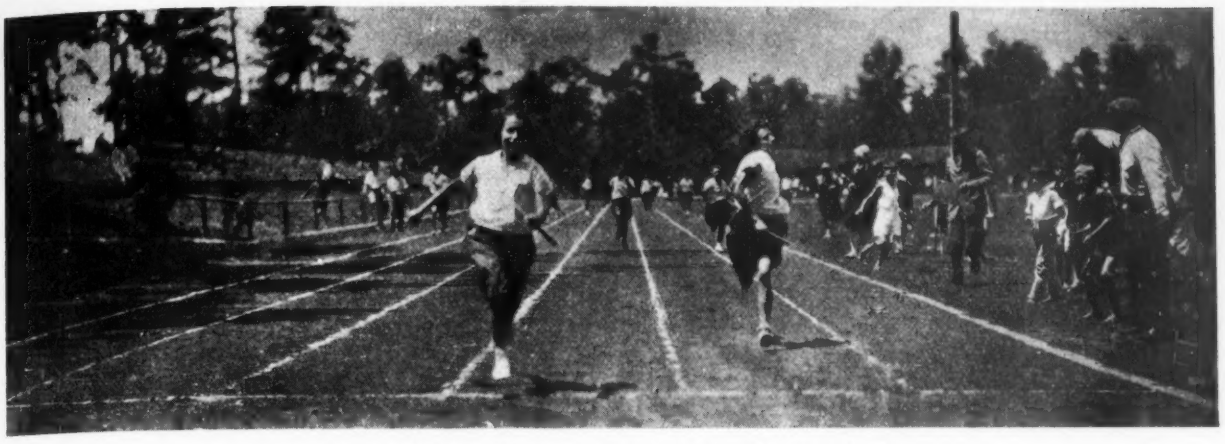
At the start, the only interest in track and field activities was confined to a few prize-winning athletes among the boys with a minimum of practice before the competitive meet. The girls had no interest in any physical activities except in dancing.

The activities were planned to be the outgrowth of a part of the regular physical education program in the schools, with the maximum possible numbers to take part as individuals. This opportunity was offered first in the Badge Tests events; next, in the form of team competition including everybody in the schools (who had reached the competitive age) in Mass Athletics; and culminated annually with the most proficient competing in the Field Day events, with a combining of the scores in the Mass Athletics and Field Day events.

The competition therefore progresses from one activity to the other in a planned sequence, in the following order:

1. Everybody in these grades takes part in the Badge Tests, which are a series of thirteen events, different for boys and for girls. The entire thirteen events are completed and are called a "meet," and there are three "meets" each school year, the total score for any one of these meets determining the bronze, silver, or gold badge winners. All of these activities are carried on outdoors throughout the year.

Physical Education Class on a Typical Outdoor Recreation Court



White Track Meet—Stadium. Finish of the Girls' 400-yard Relay

2. In the spring, each school is divided into two Boys' Mass Athletic Teams and two Girls' Mass Athletic Teams, and they conduct a preliminary meet. This is followed by the regular Mass Athletic Meet, with central division officials conducting the activities. In the preliminary and regular meets, everybody in the two upper elementary grades (5th and 6th grades) and in the first two years of the junior high school (7th and 8th grades) takes part unless excused by a physician or by the physical education instructor.

3. The Mass Athletics, in turn, are followed by the culminative Spring Field Day events, with the same general events and a relay added, the competition being between the most capable persons whose individual records were made in the Mass Athletics.

The Mass Athletic events selected from the Badge Tests are as follows:

Boys	*Girls*
35-yard Dash	35-yard Dash
Running High Jump	Volleyball Serving
Running Broad Jump	Running and Catching

It is well to remember that this program is only a part of the regular school program in physical education.

A description of the Boys' events is hardly necessary in an article of this length. However, a brief description of the Girls' events, other than the 35-yard Dash, may be helpful.

The Running and Catching event, developed by the National Recreation Association, requires a rope, hung ten feet above the ground, with a starting line thirty feet away. The girl makes three complete round trips, carrying a volleyball and tossing it over the rope in either direction and catching it on the fly on each trip. It is an interesting event for individual practice, is valuable for class relays, has many related skills and is, in our opinion, very suitable for a girls' event, as it involves skill and control with speed secondary and no unusual strength or endurance.

In our development of this event for Mass Athletics and Field Day, we found the following considerations helpful.

Have eyebolts set at 10 feet 3 inches on the volleyball uprights, and use the volleyball net instead of the rope, which makes it much easier to see if the ball is actually thrown over the ten-foot height.

On our grounds all volleyball courts have 2½-inch pipe uprights, with eyebolts set at the following heights for the top ropes and additional eyebolts for the lower ropes set the width of the net, plus nine inches, below the top series of eyebolts:

10 feet, 3 inches for Running and Catching
8 feet, 3 inches for Boys' and Men's Volleyball, Newcomb
7 feet, 3 inches for Girls' Volleyball, Newcomb
3 feet, 3 inches for Tennis

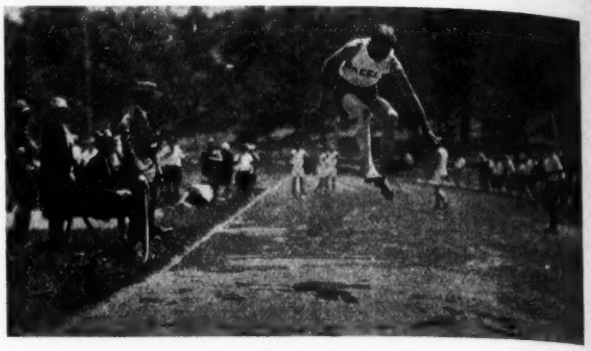
We provide the net with three hammock hooks, two for the lower corner ropes and one for one upper corner rope. The other corner rope is attached to a rope running through a self-locking Hall pulley, which may be secured from the Hall Manufacturing Company, Cedar Rapids, Iowa. After the net ropes have been adjusted to the proper length for one eyebolt series,

Colored Track Meet—Stadium. Girls' Relay Race. Passing the Batons

the net will be very quickly hung for any of the heights listed. No lower eyebolts are necessary for the Running and Catching.

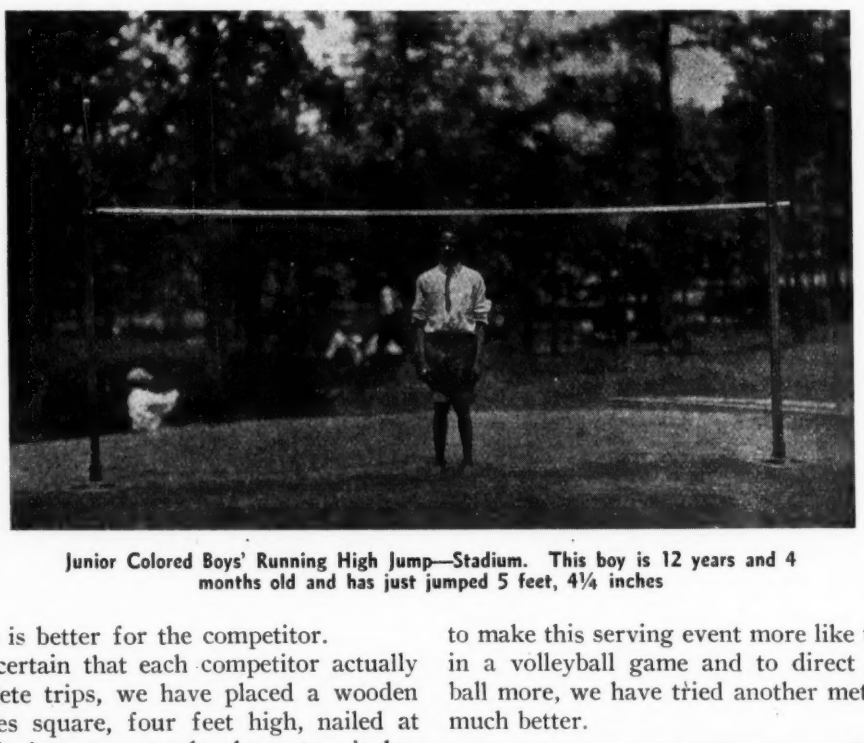
In this connection, it may be well to further describe the additional helpful equipment for the Running and Catching, when used as a Field Day event.

The pipe uprights, cut 12 feet, 6 inches long, of 2½-inch pipe, are fitted to slide inside other pipes, set two feet in concrete in the ground. This pipe in the ground is equipped with a pipe cap so that when the uprights are not wanted, they may be readily withdrawn and the cap placed over the opening. These pipe uprights are set 45 feet apart for a 42-foot tennis net, allowing the net to be pulled up. This 42-foot net will make it possible to lay off, at right angles to the net, seven 6-foot lanes, with a starting line thirty feet away and parallel with the net, and it is well also to have the lanes projecting about ten feet past the net.



The Broad Jump Event

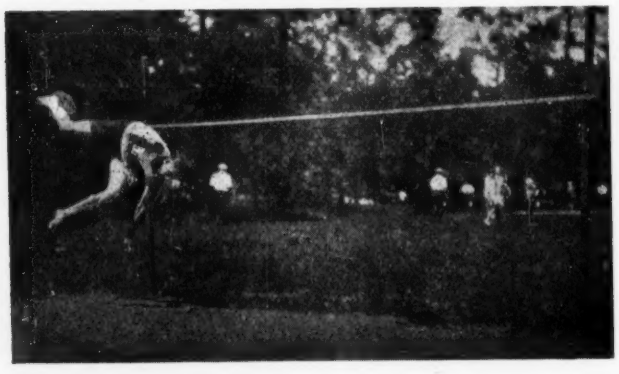
With 14 schools and 3 entries from each school, we had 42 competitors. Then with 7 persons in each of six heats, we had six first-place winners, who awaited the final, and six second - place winners, and the heat for seconds gave us one more person for the final, or seven in all, one for each lane. If space will permit, a lane seven feet or more wide is better for the competitor.



Junior Colored Boys' Running High Jump—Stadium. This boy is 12 years and 4 months old and has just jumped 5 feet, 4¼ inches

Then to make certain that each competitor actually made three complete trips, we have placed a wooden upright, two inches square, four feet high, nailed at the base to a ten-inch square wooden base, two inches thick, the block having large spikes driven into its base, about ten inches from each corner and projecting through the wood base several inches. These uprights are painted white and placed in the center of each lane on the starting line, the spikes, when pressed into the ground, holding the white uprights in position. The runners are required to run around these uprights, which is much easier to administer than having them touch a line.

Senior Boys' Running High Jump



For ten years we used the Volleyball Serving event, as outlined by the National Recreation Association Badge Test, changing the 30-foot line to 25 feet and serving over an eight-foot net into a ten-foot square, ten feet from the net.

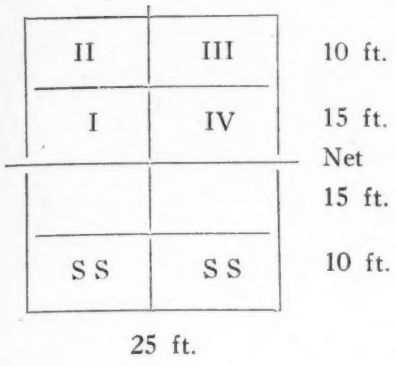
In an attempt to make this serving event more like the regular serving in a volleyball game and to direct the course of the ball more, we have tried another method which we like much better.

Our present volleyball court is 50 feet long and 25 feet wide, using a 27-foot net at 7 feet high, with service lines 15 feet from the net and parallel to it, the service starting from behind the line and in front of the out-of-bounds, or back line.

With these conditions in mind, we have divided the entire court, with four areas on each side of the net, by simply running a line parallel to the side line and midway between the side lines. This gives ease of marking and uses the regular playing court under our playing conditions, with four rectangular areas to serve into, as shown in the accompanying diagram.

The method of scoring is as follows:

The service is made from any place in the area marked "S" and if the wind or sun are unfavorable, the player has choice, which once made, continues throughout the series. The player tries to serve into

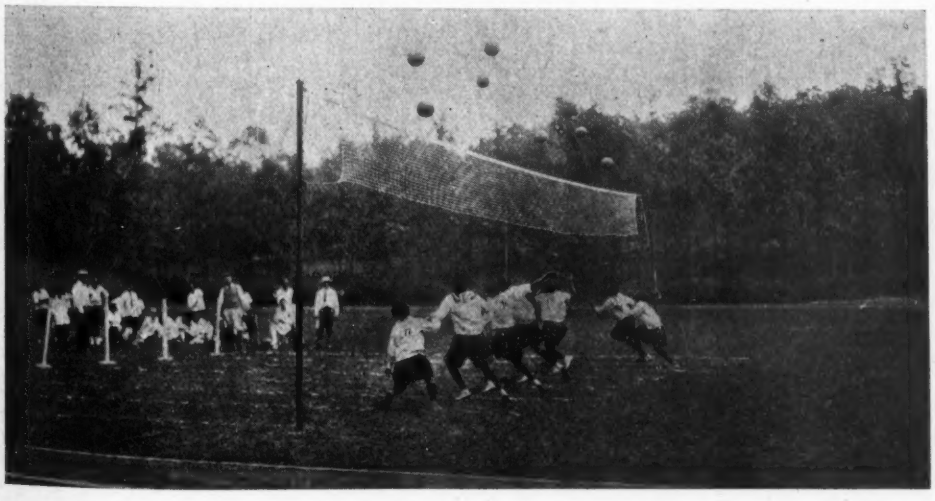


each area in the rotation shown by the Roman numerals. If an area is missed, the player continues to try and complete the service into the missed area and is "out" or stops service when three misses are made. The number of hits has been counted and is entered in the score. This event emphasizes control of the ball under game conditions and makes it possible for even the poorest players to score at least once; tends to avoid ties between players of approximately the same ability, and gives the most proficient the opportunity to demonstrate their ability. We consider thirty hits as fair and it usually takes more than seventy-five hits to win on Field Day. If the time element is too long, it is possible to reduce the number of misses from 3 to 2, or even be "out" on the first miss. This event is very popular with our girls.

Field Day Events

The Girls' Field Day events are exactly the same as the Mass Athletic events, with the addition of a relay race, each of eight girls running fifty yards on an oval cinder track. For a number of years, before our Stadium was completed, we used a 25-yard shuttle relay with ten girls on each team. The track relay is much more interesting, as the progress of the runners is easier to follow.

Colored Track Meet—Stadium. Girls Running and Catching. Note the "Turn Around Uprights" on the left side of the picture, the pipe uprights supporting the net and the seven balls in the air at one time



The four Girls' Field Day events are without classification and are as follows:

35-yard Dash

Volleyball Serving	400-yard Relay, 8 girls,
Running and Catching	each running 50 yards.

The Boys' Field Day events are, in general, the same as the Mass Athletics, except that we have divided the boys into two classes: Junior, for boys under 13 years of age on the day of the meet, and Senior, for boys over 13 years of age, with a change in the length of the Mass Athletics dash from 35 yards as noted below:

Junior Boys

50-yard Dash	400-yard Relay, 8 boys,
Running High Jump	each running 50 yards.
Running Broad Jump	

Senior Boys

100-yard Dash	400-yard relay, 4 boys,
Running High Jump	each running 100 yards.
Running Broad Jump	

Method of Scoring Mass Athletics

The scoring is based on the comparative, arithmetical, average record of each school. This record of each school, in each event, is found by adding the efforts of all the individuals and dividing by the number actually taking part, or by the number that should take part and were not excused. If anyone failed to take part, without a satisfactory reason, the group achievement was affected and made poorer by the following procedures:

(1) For Dashes and Running events, in which the lowest time produced the best average, it was necessary to encourage participation by increasing the total time and dividing by the number that should have taken part, so we added into the total for each individual *not taking part, unexcused,* one and one-half (1½) times the poorest individual record in that event, at that school. For example, in the 35-yard dash, if the poorest record was 6-2/5 seconds, we added in 1.5 times 6.4 seconds or 9.6 seconds. This record was then so poor that any normal individual could do better by trying.

(2) For events in which the largest total achievement produced the best average, as in the jumps and volleyball serving, we added nothing to the total achievement, but divided by the total number that should have taken part. For example, if the total actual achievement in the Running Broad Jump by 37 boys was 425.13 feet (an average of 11.49 feet) and two boys were unexcused, we divided 425.13 feet by 39, which would produce an average of 10.90 feet. Thus, any addition to the total achievement would be bet-

DIVISION OF PHYSICAL EDUCATION AND ATHLETICS

Date..... BOYS MASS ATHLETICS .....School

No.	NAME	35 YD. DASH		RUNNING HIGH JUMP						RUNNING BROAD JUMP						IF EXCUSED STATE REASON
				CHECK TRIALS			BEST JUMP			CHECK TRIALS			BEST JUMP			
		SECONDS	FIFTHS	1	2	3	FEET	INCHES	TENTHS	1	2	3	FEET	INCHES	TENTHS	
1																
2																
3																
70																
	TOTAL EFFORT OF ALL CHILDREN															
	AVERAGE (DIVIDE ABOVE BY NO. CHILDREN)															

DIVISION OF PHYSICAL EDUCATION AND ATHLETICS

Date..... GIRLS MASS ATHLETICS .....School

No.	NAME	35 YD. DASH		RUNNING AND CATCHING		VOLLEY BALL SERVE						IF EXCUSED STATE REASON
		SECONDS	FIFTHS	SECONDS	FIFTHS	1	2	3	4	5	TOTAL	
1												
2												
3												
70												
	TOTAL EFFORT OF ALL CHILDREN											
	AVERAGE (DIVIDE ABOVE BY NO. CHILDREN)											

ter than zero and this tended to encourage all to take part.

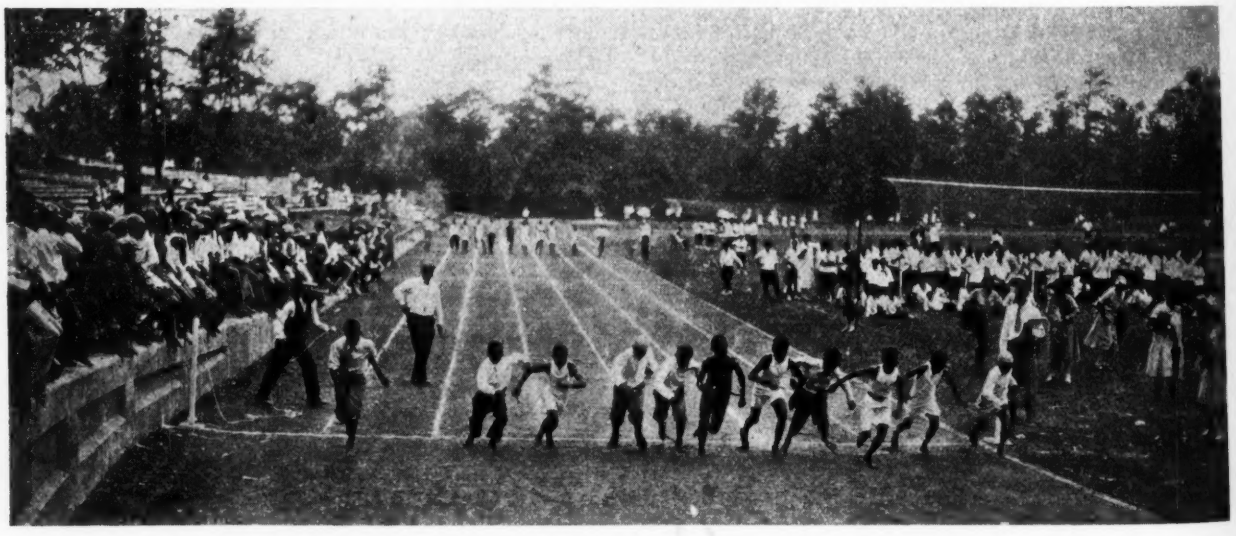
For convenience in recording the Boys' and Girls' Mass Athletics, printed forms were made up as illustrated, with 70 lines or names on each 8½ x 14-inch sheet, which fitted a standard clip board.

The numbers on the left margin run from 1 to 70 and are used to give each participant a number, training the person in the use of track numbers, and also as a ready means of knowing at a glance how many take part. The persons excused are listed from the bottom line up. This number is subtracted from the total of numbers used and gives the number actually taking part.

In a list as compact as this, it is not practical to give on the form complete sentences or words for the various headings so additional explanation is offered here.

In the Dashes, the left-hand column is used for full seconds and the column labeled "fifths" is used for fifths of seconds but they are written as decimals; that is, 3/5 of a second would be written as .6 in this column. This makes it easier to add a long list of fifths and standardize the fraction in decimal. If the second is an even number of seconds, a cipher is placed in this column.

In the Boys' Running High Jump, each boy is allowed a total of three misses as the bar is steadily moved up, starting at the place where all can jump. When a boy misses, a check mark is made in the proper column. When three misses are made, the best jump, that is the last one the boy jumped, is listed in the proper columns, and the fractional parts are listed under the column marked "tenths." The best time-saving procedure we have found is to line up our boys for jumping, inquire the height that all can jump, possibly start one inch lower, measure this jump from the center of the top of the bar to the ground, using exact inches, and only referring to the numbers on the standard to keep the bar level, with all boys jumping in the order listed on the sheet.



Colored Track Meet—Stadium. Start of Junior Boys' Relay Race. Note on the inside of the track the girls organized for their relay

When a miss is made, the next boy jumps and after all have a trial we come back in the same order of the numbers for those who missed. If all jump, the bar is moved up one measured even inch (this to avoid dealing with fractions, if possible). When a boy has three misses, you refer to the previous measured inch that he has actually jumped. This, I generally keep in the unused portion of the main column as a ready reference, and erase or run a line through each as it becomes useless for reference.

In the Running Broad Jump, we formerly gave three trials, but to shorten the time, we have experimented with two trials only, each jumper coming up in the order on the sheet. If a boy makes two foul take-offs, we have him continue until he has a fair jump. The first record is written lightly in pencil, and if a better record is made, it is written in heavier lead pencil or the lighter marks erased, the feet and inches being placed in the proper column and the fractions placed in the "tenths" column as decimals. The last column is self-explanatory.

The Girls' Dash event is recorded the same as the boys' and generally takes place first.

In the Girls' Running and Catching event, the record in seconds is placed in the proper column, the tens being in the left space, the units in the next space and the fractions expressed as decimals in the "fifths" column.

In the old method of Volleyball serving, each girl had five successive trials and each "hit" was marked with a figure 1, a miss was marked as 0, and the total was added and written down opposite the correct name.

In the new method of Volleyball serving, a single straight pencil mark is made for each hit and a 0 for each miss. The score is totaled in the outer column, and the number of 0's shows when the server is "out."

In working out the arithmetical averages, we found it advisable to make all records in whole and decimal numbers, and to divide all combined achievements as far as four decimal places, to avoid very close ties.

After eleven years of use we have found the following Mass Athletic scoring satisfactory in its relationship to the Field Day scoring, with 14 schools in a competition.

Mass Athletic Scoring

First Place	15 Points	Eighth Place	8 Points
Second Place	14 Points	Ninth Place	7 Points
Third Place	13 Points	Tenth Place	6 Points
Fourth Place	12 Points	Eleventh Place	5 Points
Fifth Place	11 Points	Twelfth Place	4 Points
Sixth Place	10 Points	Thirteenth Place	3 Points
Seventh Place	9 Points	Fourteenth Place	2 Points

Field Day Events Scoring

Boys *Junior and Senior Classifications*		Girls *One Classification*	
First Place	5 Points	First Place	8 Points
Second Place	4 Points	Second Place	7 Points
Third Place	3 Points	Third Place	6 Points
Fourth Place	2 Points	Fourth Place	5 Points
Fifth Place	1 Point	Fifth Place	4 Points

A very brief explanation of the planned emphasis in scoring may prove helpful.

For the boys, in Mass Athletics, it is possible to score 15 points in each of three events, or a total of 45 points in Mass Athletics.

In the Boys' Field Day events, with Junior and Senior classification, it is possible, with three boys scoring the maximum of 5 points for first, 4 for second, and 3 for third, to score 12 points in each event, or 36 points in each classification, or 72 points in both classifications, exclusive of relays. Added to this is the possibility of scoring 5 more points in each relay, making a grand total of 82 points possible in the Boys' Field Day events. This is almost the same number as in Mass Athletics, namely 90 points. However, in the actual eleven years of this competition, we find that the points are distributed so that the winning teams in the combined scores are determined by an average of 22.0 points in Field Day events and 39.1 points in Mass Athletics, with a ratio of approximately 1/3 for Field Day events and 2/3 for Mass Athletics. This is about the ratio we desire, the emphasis being upon the Mass Athletics.

If the Girls' scoring in Field Day events, with only one classification, were made 5 points for first place, 4 for second place, and so on, the average over the eleven years would show that the Field Day events contributed about 10.8 points and Mass Athletics 38.7 points or a ratio of approximately 1/4 Field Day events and 3/4 Mass Athletics, and we believe a ratio of 1/3 for Field Day events and 2/3 for Mass Athletics is better.

We considered the possibility of scoring 10 points for each first place, nine for second place, and so on for five places in Field Day events. This concentrated the points, with one classification, placing too great an emphasis upon Field Day events. As we did not wish to have two girls' age classifications, we planned 8 points for first place, 7 for second, and so on for five places.

It is readily apparent that the person planning the activities may weight the scoring ratios at will and, in this manner, emphasize either activity.

An outline of the general administrative procedure in starting these activities may be helpful, assuming, of course, that the activities have been taught.

We sent out, to each school principal, a mimeographed form letter with the printed forms for Mass Athletics and additional materials as follows:

A general letter.
2 mimeographed sheets, "Rules and Regulations for Mass Athletics at each School."
2 mimeographed sheets, "Rules and Regulations for Track and Field Day Events at the Stadium."
2 mimeographed sheets, "Boys' Field Day Entry Blanks."
2 mimeographed sheets, "Girls' Field Day Entry Blanks."
2 mimeographed sheets, "Order of Events."

The mimeographed "Rules and Regulations for Mass Athletics at Each School" sheet includes such items as who will compete, boys' events, girls' events, scoring of school averages, urging all to try, counting absences, points scored by each school for first, second, etc., and a statement of the separate boys' and girls' continuous trophy shields that are awarded the schools

(Continued on page 52)

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Looking Ahead In Physical Education

USUALLY the matter of prophesying is not an easy one at any time, and in these troubled days of general depression any conjectures are all the more uncertain. Yet, strange as it may seem, it is not so difficult in the case of physical education to undertake this task, because such a look into the future is an encouraging one.

The future of physical education is intimately bound up with that of general education. Just as the physical education program needs the support and encouragement of all school people for its best progress, so, in turn, modern educational philosophy needs the help of physical education for the realization of many of its choice projects. The progressive educational principles —namely, that education must develop the whole child, that education is functional and a "doing" process, that education is life itself as well as a preparation for life, that health and school progress are correlated, that increased leisure is not only a social problem but also one of school concern, that emotional and personality problems are inseparable from the educational process—these concepts, and others, bring new and enlarged responsibilities to the physical education program.

When in addition to this close relationship to general education we find also that the fields of health, anthropology, biology, social psychology, and sociology all offer a new field of promise to the activities of physical education, then, certainly, in looking into the future, we have every right to feel reassured and encouraged. The field of health shows a mounting toll of organic diseases for which only well regulated activity of the larger muscles can be offered as a solution. Anthropology tells us that we are still "cavemen in the modern city" and that we need many substitutions and compensations in recreational self-expression, and goes on to point out the tremendous increase of nervous diseases as a consequence of our inhibitions and unsatisfied cravings. Biology shows most convincingly the rôle of play in the growth and development of the child. Social psychology, in brief, brings in the problems of attitudes, leadership, emulation, and group or "we" feeling, and credits the play experience of the child with being a potent factor in social adjustment. Sociology quotes statistics to indicate a direct connection between delinquency and inadequate recreational opportunities; it also shows that games, pageants, and other forms of physical expression are important agencies in the Americanization of our diverse racial groups.

It may seem offhand as if physical education were laying out too comprehensive a program to be encompassed, were trying to cover too much ground. This would be true if the physical education teacher as a specialist were entrusted solely with the realization of such a program. But here we find occasion to express a forecast; namely, that to a greater and greater extent, all the teachers of the school will have duties that include physical activity. The forms of this activity may not be physical exercises as we formerly conceived them, but may take the form of nature hikes, dramatic plays, circus projects which are planned and carried out by the children, construction projects, and so on. The general teacher will also be called upon more and more to assist in the attainment of such far-reaching objectives as health and character building.

Because physical education in this broad sense has such close similarity to actual life—in fact, is real life or at least miniature life—it can lay claim to many possibilities in transfer value. Abstract classroom subjects have a very specialized transfer value, although this transfer is invaluable to similar, limited fields. But physical education, in the form of plays, games, dances, pageants, and projects, has so many possibilities for wide transfers in the way of sociability, co-operation, self-control, initiative, self-discipline, unselfishness, and other values in living, that the opportunities for transfer as they occur are often not sufficiently emphasized by the teacher. In regard to the possibilities of transfer, physical activities may be compared to the main highway that leads throughout life whereas the more artificial classroom subjects may be compared to the side roads that branch off from it to a particular destination.

In brief, our first forecast has assumed an enlarged activity program which will enlist the services of the entire school system and in which all teachers will give more stress to their own valuable opportunities for lessons in health, character, and personality development. Such an extension of the activity program does not mean that physical education will disappear as a separate subject, but rather that other subjects will be called upon more than ever before to contribute to the larger objectives which it is seeking to realize.

There are specific changes, also, which will undoubtedly receive considerable attention in the years to come.

A closer working basis between the agencies interested in health, physical education, athletics, and recreation must be effected, and many experiments in the proper administrative set-up of these departments will be made. In order to meet the needs for adequate leadership there will be marked development of graduate courses.

Another trend that is under way has as its purpose the securing of more uniform standards of teacher-training preparation and of teacher certification. National committees are now at work on these problems.

The stress in physical education activity programs will no longer be on the attainment of isolated skills but rather on the related educational outcomes in physical development, safety education, citizenship, and healthful leisure-time interests. Considerable stress will no doubt be given to the mental hygiene aspects of physical activity and to the development of objective interests leading to satisfying self-expression. This will also mean emphasis on individual differences and on a broad program which will appeal to all types of personalities; to the boy or girl who is interested in esthetic and imaginative activity as much as to the one who is interested in competitive activity; and, similarly, to the boy or girl who enjoys the satisfying of bodily mastery in gymnasium skills as well as to the ones who want to win at basketball or football. These wide choices of activity will be related to the vocational guidance program of the school.

The emphasis on individual differences will not only consider respective interests and enthusiasms but also respective capacities. It is reasonable to assume that new researches will make it possible to give an accurate index of the individual's maximal energy output and that this information will be the teacher's guide in prescribing individual programs of exercise.

Relaxation and rest will be stressed along with effort and activity.

Better methods of marking will be devised, and the matter of credit both in high school and for entrance into college will receive careful consideration.

The plan, already put into successful practice by physical education teachers, of having student leaders to assist in carrying out many of the lessons and projects, will be developed extensively.

More time will be given to physical education but more will be expected in the way of accomplishment. Much of the work now offered in colleges will be pushed down into the high schools, and much present high school work will be given in the preceding grades.

In many new sports, and particularly in smaller schools, the inter-school competition in athletics will take the form of "play days" and "sports days," featuring occasions of hospitality in which large numbers of students take part.

Finally, appreciation courses will be developed in physical education to correspond to the present courses in appreciation of art and literature. The student will be given an understanding of the different games, sports, gymnastics, and dances in courses which include historical background, techniques, interpretations, and values. Appreciation will be taught both from the standpoint of the body symmetrical and of the body in action. The art value of physical skill will then be treasured in the living pose as well as in the inanimate copy in painting and sculpture.

The Sixth of the Ten Cardinal Points

PROFESSIONALLY trained and accredited supervisors and teachers for all branches of the health and physical education program, including the coaching of athletic teams. Herbert Read, a recent English critic, has declared that "the sense of glory" has vanished and that we moderns suffer the disillusionment of living as Edman says "in the shabby actual world." Doubtless the cult of disillusion has affected many, but certainly it was not pessimism that led the committee to state the above point as one of the ten proposed. Rather might their conduct in this respect be compared to the courage of those intrepid sailors of the Hanseatic League who flew from the mastheads of their ships the legend:

"Navigare necesse est,
vivere non necesse."

It is doubtless something of this necessity that leads every professional association to strive for self-improvement. And since to its members, at least, it seems necessary to sail the seas, there is the determination not to sail under false colors. American education has often been critical of the professional qualifications of those engaged in health and physical education and not long ago (recently enough for us to remember) a distinguished university professor characterized the profession as composed of "arms and legs and good intentions." One could in charity attribute such a remark to a bad digestion or, taking a mood from the athletic field, indignantly refute the charge. It may be helpful to remember, however, the remark made by William James sometime ago, "The philosopher and lady-killer cannot keep house in the same tenement of clay." Doubtless a certain incompatibility exists in some individuals that forever prevents an understanding of what health and physical education is all about.

Nevertheless, the profession moves forward. Professional standards are being raised. Ohio recently required its high school coaches to qualify as teachers of physical education. The time is not far distant when we can look back upon our past and say as did Brummel's valet of the crumbled cambric in his hands, "These are our failures."—*By Jesse Feiring Williams, M.D., Vice-President A. P. E. A.*

Harmful Terminology

THERE has developed in connection with physical education, terminology which is a definite handicap to progress in our field. The use of this terminology is confusing, and delays full recognition by educators in general of the importance of the field of physical education.

A. *Extra-Curricular Activities*

Purposeful and useful activity on the part of the pupil educates, whether carried on in the academic classroom, in the laboratory, or on the football field; whether it takes place on Friday or Saturday; whether before three o'clock or after.

Inherently, athletics have educative values. When sponsored and controlled by the school they should not be spoken of as extra-curricular activities. One of the

best ways to eliminate harmful practices in inter-school athletics is to make the program a part of physical education, have it taught by teachers responsible to school administrators, and pay the teachers entirely out of school funds. Where this is done, and it should be done in all public schools, athletics become curricular. Here's hoping the term "extra-curricular" used in this connection eventually finds its way to the strong box, locked, and hidden from view by a thick coat of cobwebs.

B. *Major and Minor Sports*

In most schools football, basketball, baseball, and track are classed as major sports, while hiking, tennis, volley ball, golf, etc., are classed as minor sports. The terms, major and minor sports, are in common use in athletic award systems and newspaper publicity. High schools imitate colleges in their use of these terms. Generally, the major sports are those which yield the greatest financial return, and develop the greater amount of interest because of the number of spectators who attend the contests. Pupils are given the impression that sports listed as major are of more importance to them and the school than sports listed as minor. In truth, if a student spends more time at tennis and enjoys it more than any other sport, tennis is a major sport to him. The terms are a definite handicap to the greater participation in those sports useful to the individual as recreational hobbies in later life. This terminology should no longer be used.

C. *Coach*

The name "coach" has become attached to an instructor of athletics, and usually refers to a professional. It may more properly be used in connection with intercollegiate athletics where there is extreme specialization of teachers and students. Such extreme specialization should certainly not obtain in the high school.

Instructors in high school who handle intramural and interschool athletics should be regular faculty members. Other faculty members are not addressed as the "chemistry coach" or the "physics coach," but as "Mr. Jones" or "Miss Smith." In physical education where the instructor of athletics is called "coach," boys forget the title "Mr." and soon adopt such familiar designations as "Red," "Chesty," "Hack," and "Spud." Sport writers are quick to adopt the terminology used by the boys, and lowered respect and morale, with difficult disciplinary problems, often result. The term "coach" should be eliminated from our high school athletic vocabulary, and the terms "Mr." and "Instructor" substituted.

D. *Summer Coaching School*

Because of the unprecedented school and public demand for "coaches of athletics" who can turn out winning teams, many institutions in the country have established "Summer Coaching Schools." Highly paid and expert college coaches in the so-called "major sports" are employed, and high school "coaches" come in large numbers to learn of the latest systems used by the colleges. Many of these high school "coaches" know very little about the basic sciences which contribute to physical education as a field, and what actually happens to the boys as the result of physical activity. To the "coaches," the five man defense seems most important. As a matter of fact, basic and highly technical training are both necessary. There is no serious objection to the summer course, or to the instructor, but to the final emphasis which the terminology contributes. There is a real place for the course "The Technique of Teaching Football" taught by an expert as part of the physical education work offered in the regular summer session. A change of name, and a change in administrative set-up would contribute mightily to an improved emphasis.

The writer realizes that influence, pressure, and sentiment are attached to the terms which have been mentioned as harmful and misnamed. He has stepped on no man's toes, except old man terminology. Perhaps this editorial will accomplish nothing in the way of reform, but anyway, the writer feels better.—*By N. P. Neilson, Chief, Division of Health and Physical Education, State Department of Education, Sacramento, California.*

Objectives in Theory and in Practice

TEACHERS IN the field of physical education still have to bear with harsh criticism, not all of it unwarranted. One highly esteemed educator expresses his belief that physical education consists chiefly of arms, legs, and good intentions. While this view is not shared by many educators, nevertheless there is some ground for such an intimation. It should make us realize that to merely set up and enumerate in parrot fashion a list of objectives, to which the actual practice bears no resemblance, is just so much elaborate drapery for a tottering frame. It is better to have a few definite and reachable objectives, to which we will adapt both program content and procedure, than an array of ideals nurtured mainly by lip service. By repetition of situations, better and fixed attitudes become evident.

When a gymnasium or playfield loses its orderliness, it ceases to be an educational institution. Discipline, too, is still a factor in education, and the teacher of physical education can least afford to ignore it, though it may require less exertion to get along without it. The teacher who cannot fully control the class, no matter how large, and no matter what the activity, is a failure. Popularity with students which is gained through laxity is shallow, and disloyal to school and profession.

If we recognize health and its basic attitudes as objectives, then let us, as a group, be scrupulously careful that we do not violate the most fundamental health truths. Dirty gymnasiums, dressing-rooms and bathrooms, surely are contradictory to a health objective, and permitting or even urging participation of boys and girls who are not in the pink of physical condition is being a traitor to the cause of health and physical education.—*By Carl Schrader, State Supervisor of Physical Education, Massachusetts.*

Future Development in Physical Education

By

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PHYSICAL education today is at the crossroads. It has just concluded a very trying ordeal in regard to its national organization and has emerged from the struggle with flying colors—a stronger, better balanced, more unified organization. Owing to conditions engendered by our changing economic life, our capitalistic type of civilization, and critical developments in allied fields, physical education again finds itself in a critical situation. Physical education must meet and dispose of these conditions. Many of the problems demanding attention have grown up within the organization itself, while others have developed outside, but nevertheless both present serious obstacles to future development.

It is impossible to discuss all of the problems which must be met in the near future, but certain salient conditions have been selected for consideration. They will be discussed very briefly, yet with enough evidence, it is hoped, to establish the urgency of the problems and perhaps to stimulate some thoughtful study toward their solution. Seven definite problems will be discussed in the following order:

1. Health education.
2. Recreation and leisure-time activity.
3. Future curricula of teacher training.
4. Television.
5. A continuous graded program for all age levels.
6. The granting of positive credit for recreative activities.
7. Certification.

A rapid survey of the history of the health and physical education movement, particularly in regard to those elements affecting the specific conditions suggested in this article, may be of assistance in a clear understanding of the situation.

Physical education has undergone drastic changes in the past thirty years. During this time we have seen the movement develop under the control of leaders whose training has differed widely. The first group of leaders were medically trained, hence the emphasis of their program was directed largely toward the promotion of health and physical development. It should be frankly recognized, however, that the health aims of that early program were not synonymous with those of the health education movement of the present day. While the leaders of physical education in the beginning were largely in the field of medicine, the development of the movement through its different phases has influenced the training and thought of the leaders of the present day so that we find them with training in the graduate fields in education, sociology, and public health, as well as in medicine.

The methods of attaining the aims of physical education in the early period were perhaps as chaotic as they are today, and with no greater agreement or unity of opinion in attaining them. Immediately following this period different systems of physical education began to attract attention and to win prominence, each system having strong adherents. This period in turn was followed by the playground and athletic movement, with emphasis on plays, games, and the recreative sports. In expanding its program, physical education tended to subordinate the health and physical development phases, and expended enormous effort in becoming a recognized part of the general educational movement.

Evidences appearing daily indicate a swing of the pendulum back to the early fundamental ideas based primarily on health and physical development. This is strikingly evidenced by the health movement that is sweeping the country today. Hence it would seem that the effect which health education may have on the present physical education program will be of prime interest to the future of physical education. On it will depend whether or not the health education movement is going to continue to develop as a separate enterprise.

Health Education

Ten years ago physical education had neglected the health education aspect of the program while emphasizing the moral, emotional, ethical, and social qualities of the physical education program, in its crucial struggle to become an accepted field of education. Now that the health education movement has challenged the in-

terest of physical education again, the question arises—will physical education direct and absorb health education and make it a dynamic part of its program, or will health education become a separate, independent movement, perhaps engulfing physical education?

There can be little doubt that the health education movement has a definite place in the program and curricula of our schools. The questions which must be answered are: Who will direct this program, and will physical education become a part of an entire health program, or will physical education become the directing agency of the other health factors found in the modern school system? While in the past the physical educator has not been adequately trained to handle this enlarged type of health education program, there are certain definite factors coming to the fore today which suggest that perhaps the physical educator is the logical individual to administer the program.

Miss Ethel Perrin has recently indicated that the department of physical education in many places has been designated as the agent responsible for the health program. The reasons she gives for selection of the department of physical education are as follows:

1. Our professional training includes more of the academic content considered necessary to the teaching of health than does that of the other special or general training courses.
2. All children pass through our department at one time or another, and remain for a longer time than in other departments.
3. Health is inextricably tied up with all aims and objectives of physical education.*

Granting that these reasons are logical, the question arises: Has our background been ample to provide a scientific, well-rounded, properly directed program in health education?

The curriculum pursued by students preparing to teach physical education at the present time certainly is not adequate to permit the development of a well-rounded program of hygiene. Further, it does not give the student sufficient background or the legal qualifications to supervise the health service feature. If the teacher-training curriculum in physical education can be changed, however, and enhanced to include training in the field of hygiene, with a more thorough and extensive training in the biological sciences than the customary curriculum now contains, it will be entirely possible for physical education to absorb much of the health education work, especially in the elementary schools; and in conjunction with the official health departments it can supervise much of this work in the secondary schools.

The field of health education is more or less unlimited at the present time. Its future in relation to physical education remains to be seen. Physical education must take cognizance of this movement. It must give some thought to the part which it is going to play in the development of this coordinate activity and interest. While this movement is in the more or less formative stage, physical education has an opportunity to make those connections which will prove satisfactory and worthwhile in the future.

* Ethel Perrin, "A Health Issue in the School Today," THE JOURNAL OF HEALTH AND PHYSICAL EDUCATION, January 1932.

Recreation and Leisure-Time Activity

Another phase of physical education which must receive more attention in the future is the development of the recreation movement. While the physical educator has been aware of the recreation and leisure-time problem for some years, he has contributed very little constructive effort to alleviate the poverty of recreation, even though he recognizes that the situation is becoming more and more acute as time goes on. Already the five-day week is upon us, with an eight-hour working day. It has been suggested, and it is apparent, that the working time must be still further reduced, perhaps to a shorter week and no doubt a shorter day. As people gainfully employed become released from their labors it becomes increasingly important that something be provided to occupy their time while they are not at work. If nothing is provided to occupy their time wholesomely, if they are without proper education in the use of leisure, then it must be taken for granted that this time will not be employed to advantage. This is an unwholesome situation.

With the increasing development of labor-saving machinery and the consequent release of labor, there is little reason to expect that in the future man will be employed as long in producing the necessities of life as he has been in the past. An evidence of this fact is the new machine recently put into operation by the Corning Glass Works of Corning, New York, which manufactures electric light bulbs. This machine, which is operated by two men, is capable of producing 500,000 electric light bulbs in 24 hours. It displaces 3,000 men formerly needed to manufacture the same number of bulbs. Similar labor-saving devices are found in practically every occupation. That they will continue to be used and increase in number is a foregone conclusion.

With the economic conditions of the country disturbed as they are today; with the entire world in a critical state in regard to the capitalistic structure of its economic life; what part is physical education going to assume in the adjustment, and perhaps amelioration, of this problem? The majority of the wealth of the country has been concentrated in the hands of a few in the past two or three decades. Labor has had a large part in producing the profit which has gone to maintain and advance capitalism. As machinery develops and labor becomes less necessary, with 90 per cent of all the wealth in the hands of a few, an already serious situation will be increased and a wider gulf between the laboring class and the capitalist class will be established. Can physical education be of service in assisting in relieving this situation?

It would seem that physical education must develop some kind of recreation movement, a leisure-time program, which can to a large extent, psychologically and mentally, play a constructive part in the final solution of the problem of leisure time. It is evident that this will have to be an entirely different approach than that of our present recreation movement. Physical education has not handled this problem successfully up to the present time. Whether or not it will handle it successfully in the future is a challenge that must be

considered as a part of the future program of physical education.

Another factor to be considered is the effect that machinery has had in changing our mode of life from an active to a sedentary existence. Time does not permit the development of this readily recognized problem, but its solution is intimately linked with the leisure-time problem and no doubt will be materially relieved by a physical education program in the schools which will have a carry-over value into later life. Some attention has already been given to this but not enough to accomplish the desired results.

Future Curricula in Teacher Training

The program of physical education has become so all-inclusive that many believe that the curriculum as outlined at present for the training of teachers is not adequate to handle all phases of the program. Various suggestions have been made in regard to changing the curriculum. The suggestions in general have taken the trend of either prolonging or increasing the content of the curriculum; that is, making it a five-year course of study rather than a four-year course. It seems entirely possible, however, that the future curricula in physical education should be designed with a division in the upper two years. The first two years of the curriculum should perhaps be basic and uniform, while in the last two years the curriculum could be divided into special interest fields. One of these curricula might be based on the physical and biological sciences; while another could be based on the social sciences. This would permit much more elasticity in the training of teachers than is now possible.

That there is a need for this type of differentiated curriculum is indicated by the discussion of the two topics immediately preceding this one; namely, health education, on the one hand, and recreation and leisure time, on the other. A background based primarily on the physical and biological sciences would allow more ample training for the conduct of a physical development and health program in all of its ramifications; while the curriculum based on the social sciences would be interested primarily in developing a more efficient recreational and leisure-time type of program than we have at present. There is not only a place but a decided need for both types of training in our ever-increasing expansion of activities associated with physical education.

Television

Another factor which must be considered in the future development of physical education is more or less visionary; but nevertheless it challenges the attention of the thoughtful mind. What is the future of television in the field of physical education? It is a fact that many of the smaller schools with small enrollments do not have the advantages of a physical education program. An inspection of programs of physical education in even the large cities indicates that there is very little agreement in regard to the type of program presented. It seems logical that some programs must be better than others; if any kind of program will get the desired results, then there is little reason for the training of physical education teachers.

With the development of television it should be entirely possible to provide a program in different schools with expert instruction. In this manner instruction methods and materials could be centralized, and at the same time provide the best possible type of program. The possibilities of television in physical education work are unlimited not only in practice but also in the presentation of the academic fields of teacher training. While it will not displace the physical education teacher in the larger schools, yet it may be destined to fulfill a serious need in the smaller schools, especially in the rural districts. This will mean that if it becomes practicable it will be necessary to develop teachers with a new type of training to take charge of this program.

A Continuous Graded Program For All Age Levels

In the future, physical education must give some thought to a systematic study of its activity program; a program which can be graded through the different age and grade levels of the school system as well as integrated with other subjects in the school curriculum. There is a decided need for a graded, progressive, systematic program in physical education. The possibilities of project organization and the purposing method of teaching in physical education have not received the attention their importance warrants. In this respect physical education lags behind other subjects taught in our educational system. Until it becomes organized and standardized the same as other subjects in the educational curriculum, it seems folly for physical education to claim to be a part of an educational process.

The subject of mathematics, for instance, has been graded throughout the entire school system. A certain type of problem in mathematics will be found assigned in the different elementary grades. In the sixth grade over the country, by and large, it is possible to assign approximately the same type of mathematical problems. Within the high school another type of mathematical problem can be assigned; while at the college level still another. Physical education does not parallel this development. The physical education program has been admirably worked out in the elementary grades; but the high school level development is not nearly as satisfactory. In many sections of the country, in fact, the high school program in physical education is non-existent. The attention of the educational administrator has not been focused on the high school program in physical education to as great an extent as on the program of the elementary grades. Hence high school programs differ materially in their content. This condition becomes progressively worse as we ascend the educational ladder. At the college level little agreement is found—most college programs being a duplication of the high school program, or what perhaps should have been a high school program—while the recreation program and the leisure-time program for adult life have been almost totally neglected. What is physical

(Continued on page 62)

An Interpretation of Play Days

By

ANNE FRANCES HODGKINS

Field Secretary, Women's Division, National Amateur Athletic Federation

AS FIELD Secretary of an organization that is seeking to promote an ideal system of sports and games and to eliminate undesirable features in competition, I am frequently called upon to defend "Play Days." Our organization, unfortunately, did not originate play days. They came from California where they have been very successfully used for some years, and our Federation has prompted them because they seem so desirable from many standpoints.

What is a Play Day? Ethel Perrin of the American Child Health Association says "The term really applies and should be used only for one type of sports day, namely, when two or more schools come together for athletic activity, where competition is based on some arbitrarily chosen division and not on the school against school system. One school invites other schools within a nearby radius to send a definite number of girls to its home grounds. These girls are divided by lot into teams that take part in the various games. Teams adopt the names of colors and are known throughout the day as the reds, blues, browns, etc. In this way there is an equal number from each school on every team." Many affairs have been called play days which are not play days. A day when teams from several schools meet for friendly competition but retain their identity and compete as school teams may have the play spirit but is not a true play day. Teams must be made up of girls from more than one school to be a true play day if we accept the original California idea.

What are the advantages of a play day over interscholastic competition? It provides competition in many sports and games instead of one. It develops pupil leadership. It gives unusual opportunity for social contact. It promotes true spirit of play instead of intense competition, and gives many girls a chance to play instead of a small group of skilled performers. It breaks down barriers and destroys old antagonisms. At a recent meeting, I heard this comment—An all star team had been chosen from one county to play a game against another county, and for the first time, girls who had been bitter enemies in interscholastic competition had to play side by side. The girls from one section announced to their teacher after the game, "Why the girls from such and such a town are really nice girls, you would never believe it until you play with them."

Is a play day a substitute for interscholastic competition? No. The intramural program provides competition for all girls, and replaces interscholastic. Play days should be used only two or three times a year, should be very carefully planned, and should be made a special event.

With what age groups can we use play days? With all age groups; but the events should be planned to provide good competition, and games be offered that are of the proper age level. More than one play day has failed because college girls were given children's games and vice versa. Grammar school children should be given games of low organization; high school girls, such sports as swimming, basketball, soccer, speedball; and college women, archery, golf, tennis, badminton, field hockey, etc. Above all, groups must know the games that are played if we are to expect skilled performance and interesting competition.

What else should we guard against in planning play days? Long distance travel! If we believe that interscholastic competition is undesirable because of the long journey involved, the absence from school, and fatigue, then we must certainly see that under a new name we do not make the same mistakes. Other difficulties may arise from using too diversified age groups, introducing too many new games, expensive prizes, and trying to include too much in the day's program.

Have play days been successful? Very! From all parts of the United States come reports of most interesting and delightful experiences. Several prominent colleges have them yearly for other colleges in their vicinity. Many normal schools hold them for high school girls. Women's Athletic Associations in colleges have them as a part of their program. At the North Carolina College for Women, a play day is held each year for some twenty high schools in the immediate vicinity. The teaching of the games which are to be played is done by the physical education majors who go frequently to the invited high schools for several weeks before the play day. In this way the children all get well acquainted with the games and the physical education majors get a chance at practice teaching. On the appointed day, the play day is held at the college, and the girls, most of them from small rural communities, spend a delightful day amid new and unusual surroundings, and frequently, too, obtain their first glimpse of a real pool and gymnasium. The good results of this practice of holding play days for high school children is seen by the number of girls who afterward come to the college because of the sociability and friendliness extended to them. At the State Teachers College in Indiana, Pennsylvania, a play day was held for high school students, and one group was so enthused that they went home and secured the support

(Continued on page 61)

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Games of the Baseball Type

By

DAVID K. BRACE, Ph.D.

Professor of Physical Education
University of Texas

THE following games are simply a collection of games in which a baseball and bat are used. The ball and bat can be the same as that used in outdoor baseball; in other words, a hard ball and a large bat or the soft playground ball and bat can be used. These games are intended for elementary school or junior high school boys and girls. They are arranged in an approximate order of difficulty as regards the skills involved in the games and the complexity of the rules.

Some of these games are original. Some have been developed by men in physical education classes. Many of them, however, are games which have been played as such for many years, and may be found in various books on games.*

After the title of these games the grades for which they are intended are indicated as well as the approximate number of players and the approximate space which the game will call for. It will be seen that the grades named are necessarily approximations, because the abilities and inclinations of children of the same age often differ somewhat in different localities. The numbers indicated provide for two teams. The numbers are an approximation. The space required for the games as indicated will vary, depending upon conditions. When space is indicated as 150 by 150 feet, the same game can be played indoors in a space approximately 40 x 60 feet, the walls helping to keep the ball in the playing field. It will also be noticed that the size of the field will depend somewhat upon the number of players. The teacher of these games will be able to adjust the size of the field to the number of players.

1. **Whistleball.*** *Grades Two to Four, Numbers 8 to 15, Space 30 by 30 feet.*

Players form a ring and start tossing the ball about among them. The instructor blows the whistle, at which time the player holding the ball is required to drop out. When this is played as a game one circle may compete against another circle; or the players in one circle may be numbered alternately so that one team is numbered one and the other team numbered two, the numbers being alternated. The game continues until all of the players on one team have been eliminated or until there is only one player left. The size of the circle will depend upon the number of players in the circle but may well be from fifteen to twenty-five feet in diameter.

2. **Spud.*** *Grades Two to Six, Numbers 6 to 20, Space 40 by 60 feet.*

Players form in a group about one player who is IT and holds the ball. They stand by the side of a wall or in the middle of the playing field. All of the players in the group are numbered from one up consecutively. The IT throws the ball up against the wall or up high in the air and when the ball is at its greatest height he calls out the number of one of the players in the group. That player must then run forward and catch the ball. Immediately he has caught the ball he calls "STOP." As soon as the player runs to catch the ball all other players in the group scatter and run as far away as they can before they are required to stop by the cry of the IT. The IT then has the privilege of throwing the ball at any player. If he hits the player, that player has one spud or count against him. If he misses the player he throws at, the thrower has one spud against him. Play continues in this way until one player in the group has three spuds counted against him. At that time play stops and this player goes through some sort of penalty. One form is to ask him to stand facing the wall, bending over, while each other player in the group who has at least one spud against him has one throw at the player bending over. Throwers should be placed far enough away so that the chances of their hitting the player bending over are slight.

3. **Highball.** *Grades Two to Four, Numbers 6 to 10, Space 40 by 40 feet.*

This is a simple game in which one player or one team throws the ball up in the air as high as he can. It must then be caught by some player on the other side. If the ball is not caught, the throwing team scores one point. Play continues until each thrower on one team has had one throw. The other team then becomes the throwing team and may score points. Play may continue for as many rounds as desired. It may be well to select some mark such as the second story window of the school building and require that the ball be thrown at least above this height.

4. **Newcomb.*** *Grades Two to Four, Numbers 10 to 20, Space 40 by 60 feet.*

Newcomb is played on a rectangular field divided across the center by two lines which are parallel and approximately fifteen feet apart. Thus each half of the field on either side of these two central lines, which define what is called a neutral zone, is approximately 20 by 20 feet. The players of one team group themselves on one side of the neutral zone, while those of the other team group themselves upon the other side of the neutral zone. The object of the game is to throw the ball over the neutral zone in such a way that the players of the opposing team may not be able to catch it. If the ball hits the ground, the team that threw the ball scores one point. Any number of points, such as 11 or 15 may constitute a game. The team first reaching the agreed upon number of points is declared the winner.

5. **Keep Away.*** *Grades Three to Six, Numbers 6 to 12, Space 40 by 80 feet.*

The object of the game is for the players of one team to throw the ball about among themselves in such a way that they keep the opposing team from catching it. They may run anywhere in the playing space but cannot run while they are holding the ball. Their opponents endeavor to intercept the ball and, when they have it in their possession, to toss it about among themselves. Any special method of throwing may be designated, such as overhand or underhand. One team should be marked in such a way that its players can be distinguished from the opponents.

Number Keep Away, a similar game, may be played in the same way except that each player calls out the number of the

*These games are believed to be already in print, though original authorship is difficult to trace.

catch which is made as he catches the ball. Thus the first player on any team to catch the ball calls out "one." The next player on the same team catching the ball calls "two." The next calls "three." The next calls "four," and so on. If a player on a team drops the ball, the play stops for that team and the next time they get the ball in their possession they must begin numbering from "one" again. Play may continue for a specified length of time. At the end of the playing time the team which was able to call out numbers to the highest is declared the winner.

6. **Roly Poly.*** *Grades Three to Six, Numbers 5 to 15, Space 40 by 60 feet.*

This game is sometimes called "Roll Ball," or "Nigger Baby." A line at one end of the playing space is selected. Each player then digs a hole in the ground approximately three inches deep and 6 to 8 inches in diameter, or he may draw a circle on the ground if that method is agreed upon. All players after having arranged their circles or holes remove themselves to the throwing line. This line may be spaced as desired but may be placed parallel to the line of holes and about 15 to 20 feet away. One player starts the game by rolling the ball along the ground, endeavoring to have the ball stop in the hole of some other player. When the ball thus stops in a hole, the player in whose hole the ball stops must run and get the ball and call "STOP." As soon as he runs after the ball all other players scatter. As soon as he calls "STOP" all others players are required to stand where they are and may not thereafter move their feet. The player with the ball then throws at any other player. The player hit has one point against him. The player who was hit then becomes "IT." If the thrower fails to hit a player, the thrower has one point against him. As soon as one player has three points against him he must pay some penalty.

7. **Throwing Drive.** *Grades Three to Six, Numbers 6 to 12, Space 100 by 200 feet.*

Each team forms on its own half of the field. One team has the ball at about the center of his half of the field. One player throws the ball as far as he can into the other team's field. The opponents try to touch the ball as soon as possible, and if possible to catch the ball. They must then throw the ball back from the point at which it was touched. If they catch the ball on the fly the player that does so is privileged to take three running steps toward the throwers' or opponents' side. He then throws the ball back into the throwers' or opponents' side as far as he can. The object of the game is for one team to force the other team back so that one team can throw the ball over the end line of the field in such a way that it cannot be caught by the opponent. The team thus throwing the ball wins one point. Play may continue as long as desired.

8. **Throw Around.** *Grades Three to Five, Numbers 8 to 12, Space 40 by 40 feet.*

A baseball field with 35 foot base-lines should be laid out. One team lines up at home plate. The other team takes the place of the team in the field with one player at each base. One man of the team at bat starts at the home plate and runs around the bases. At the instant he starts the catcher has the ball and throws it to first and so on around the bases. The object of the game is for the base runner to complete one circle of the bases while the team in the field is throwing the ball around the bases twice. If the base runner comes out ahead, one point is scored for his team. If the team in the field gets the ball around twice before the base runner completes one circle of the bases they score a point. When each player on the team at bat has had a chance to run that team takes the field and the other team comes in to run. After both teams have had a chance to run, the team with the highest number of points is the winner.

9. **Cricket Baseball.** *Grades One to Three, Numbers 10 to 18, Space 40 by 80 feet.*

One team is at bat and the other team takes the field. There is a home base and one first base. First base should be about 30 feet away, and to one side of home base. Just in front of the home base, three Indian Clubs are set up side by side. The pitcher's box is approximately 25 feet from home base. The pitcher rolls the ball on the ground towards the batter who stands in front of the pin. The batter has an Indian Club in his hand as a bat. As the pitcher rolls the ball along the ground at the pin, the batter swings at it with his Indian Club bat, endeavoring to knock the ball out in the field and then run to first base and back again to home base before the fielders are able to throw the ball in to home base and knock down one of the pins. The batter is out if a pitched ball knocks down a pin, if he has three strikes, if a fly ball is caught, if he is touched with the ball in the hands of one of the fielders. Sides change on three outs. Play continues until each man on each side has been at bat once. The team scoring the highest number of runs wins.

10. **Grounders Burn Out.** *Grades Four to Seven, Numbers 10 to 30, Space 20 by 40 feet.*

A line is drawn across the center of the playing space in such a way that each half of the playing space is approximately 20 to 30 feet square. Teams take positions on opposite sides of the center line, and may stand anywhere in the field of play. The object of the game is for a player to throw the ball on the ground so that it strikes upon his side of the center line and then continues through the opponents' side of the field. If he can throw the ball so hard that the opponents fail to field it and it goes through them and across their back line, the thrower's team scores one point. Opponents field the ball and immediately throw it back. No point can be counted unless the ball strikes on the thrower's side of the center line. The game may be played with more than one ball in motion at a time. Play may continue for any agreed upon length of time. The team having the highest number of points at the expiration of the agreed upon time is the winner.

11. **Pegging First.** *Grades Three to Five, Numbers 8 to 20, Space 60 by 60.*

The field consists of a home base, a first base, and a line drawn through first and third (if third were there). One team takes the field, the other team is at bat. The team at bat bats in turn, each player having one hit only. The batter endeavors to hit the ball and run to the first base before the fielders are able to throw him out. The fielders endeavor to play the ball cleanly and to throw it to first base ahead of the runner. The team in the field scores one point if the ball is fielded cleanly and one point if the throw is made to first base and fielded cleanly ahead of the runner. The team at bat continues until each player has had a chance at bat. They then take the field and the team in the field comes in to bat. After every one has had a chance to bat, the team making the highest number of points is the winner.

12. **Knock Out (Fungo.)** *Grades Four to Nine, Numbers 6 to 12, Space 50 by 150 feet.*

This game is familiar to most people and is often called "knocking out flies." It can be played as work-up or as a competition between two teams. When played as a game three points may be counted for a caught fly ball, and two points for a fielded ground ball. When a team in the field has scored nine points, they then come in to bat, and the batters go into the field. Play continues until everyone has had an opportunity to bat or play may be continued for a designated number of innings.

13. **Batting Drive.** *Grades Five to Nine, Numbers 6 to 16, Space 50 to 100 feet wide by 200 to 300 feet long.*

This game is similar to Throwing Drive, except that the ball is batted instead of being thrown. The player batting throws the ball up in the air and hits it. The players must bat in turn. A point is scored when one team has succeeded in batting the ball across their opponents' end line in such a way that the opponents cannot catch it. If opponents catch the ball behind their end line they are allowed to come up to the end line and bat from there.

14. Lineball. *Grades Three to Five, Numbers 8 to 20, Space 40 by 60 feet.*

The field consists of two parallel lines drawn 45 feet apart. One team lines up behind one line and the other team lines up behind the other line. Each team has a bat. The player at one end of one line bats the ball across the field in such a way as to make the other team have difficulty in fielding the ball. If he succeeds in batting the ball across the opponents' line his team scores one point. One player of the opponents then bats the ball back. Play continues in this way until each player has had an opportunity to bat. In order to count a point the batted ball must be batted on the ground or at least below the opponent's head. When all players have batted, the team with the highest number of points wins.

15. Long Base.* *Grades Five to Seven, Numbers 10 to 20, Space 50 to 100 feet.*

Long Base, sometimes called "Longball," is a familiar game. The field consists of a home plate and a long base. The long base is approximately 45 feet from home plate. A lane 6 feet wide is marked off from home plate to long base by two parallel lines. When playing on hard dirt these lines may be formed by using a water bucket and dripping the water along the line. These lines will remain distinguishable as long as the game lasts. One team is at bat and the other team scattered about in the field. The fielding team has a pitcher who stands 30 feet from home base, and a catcher who stands behind the home plate. The team at bat bats in turn. The pitcher throws the ball to the batter as in baseball. The batter hits the ball out into the field and endeavors to run to long base before being thrown out. A batter is out if a fly ball is caught, or if the ball is fielded to the Long Base and he is touched with it in the hand of a player of the opponents' side, or if he is hit by a ball thrown by the opponent while he is running from home to long base or from long base to home. Any number of players may be on long base at the same time except that the team at bat must have at least one batter ready to bat. When three outs are made, teams change places. The game may continue for a designated number of innings, or until each player on each team has had opportunity to bat. A point is scored each time a runner returns from long base across home plate safely.

16. Batball.* *Grades Five to Nine, Numbers 10 to 20, Space 40 by 60 feet.*

The batball field consists of a home plate and a turning point or base approximately 45 feet away. A soft ball should be used for this game. When the game is played indoors, a soft volleyball or basketball may be substituted for an indoor baseball. In this case, the ball should be bounced to the batter. The batter may then strike the ball with his fist. The batter strikes the ball out into the field and endeavors to run around the turning point and back to home base. A runner is put out on a caught fly, or upon being hit with the ball when thrown by an opponent. Players in the field may not run with the ball, but they may throw it from one to another so as to get the ball to a player in a more advantageous position to hit the runner. The team in the field, however, is allowed only two tosses or passes to their own players before throwing at the runner. Fielders must hit the base runner at least on the third pass or throw in order to retire him. If the base runner reaches home without being hit by the ball, a run is scored. When each player on the side at bat has had an opportunity to bat the teams change places. After each player on both teams has had an opportunity to bat, the team having the highest number of scores wins. Play may be continued for any number of innings.

17. Pepper Batting Relay. *Grades 5 to 9, Numbers 8 to 14, Space 20 by 20 feet.*

Each team is formed in a semi-circle, players standing side by side. One player, the captain, stands facing the semi-circle and 15 feet away. This player has a bat. Play starts by having the player at the left end of the semi-circle toss the ball to the batter who bats it back to that player. That player then tosses the ball to the next in line who tosses to the batter. The batter endeavors to bat each ball tossed back to the player who tossed it. If the ball is not batted back to the player who tossed it, the ball must be tossed a second time, by that player. Play continues this way in the form of a relay until each player has tossed the ball. At that time the player on the left then runs out and takes the bat and the batter takes a place in the semi-circle. Play continues until each player in the semi-circle has had an opportunity to bat. The team which finishes first wins.

18. Cross Ball.[1] *Grades Four to Six, Numbers 10 to 20, Space 60 by 100 feet.*

The field consists of a home base, center base, and long base. Center base is approximately 30 feet from home base, and long base is 30 feet from center line. One team is at bat and the other team is in the field. The team in the field has a pitcher and a catcher. The pitcher's box is about 30 feet from home plate. The batter hits the ball and then runs to center base, where he may stop; or if possible he may continue to long base, where he may stop; or he may continue to long base and then back to center base and back to home base, thus making a home run. A batter may be put out by a caught fly, by being touched by the ball when off a base, or by having the fielder with the ball in his hands run between him, the batter, and a base to which the batter is going. The batter may return to a base if he has not already passed the half-way point between that base and the base toward which he is running.

19. Tomball. *Grades Four to Six, Numbers 12 to 24, Space 100 by 100 feet.*

The field consists of the regulation playgroundball field, with 35 foot base lines, or the field may be of any desired size. Play is much the same as in playgroundball except as follows—there are no foul balls, the batter running on any ball struck. The fielders, therefore, have to place themselves in such a way as to be able to field any ball hit. The batter is out if a fly ball is caught; if the batted ball is caught on first bounce; if the ball is fielded to a base ahead of the base runner and the base runner is touched by the ball in the hands of a fielder, as in playgroundball; and if the ball is thrown across the path of the runner while he is between bases. Play may continue for any designated number of innings.

20. Catball.[2] *Grades Four to Seven, Numbers 10 to 20, Space 60 by 80 feet.*

In this game two home plates are used, placed 35 feet apart. One team groups itself about one home plate, as fielders. The other team groups about the other home plate as fielders. Each team has a pitcher and a catcher. Play starts by having the pitchers of one team toss the ball to the opposing batter, who strikes at it. If the batter hits the ball out into the field he then runs to the other base. At the same time, the batter on the other base runs to the base thus vacated. The batter runs to the other base and endeavors to run back to the base he left. If he reaches this base without being put out, he scores a run for his team. The pitcher of the opponents, who is standing at this base, then pitches the ball to the other batter at the other home base, who, in turn, endeavors to hit the ball out into the field and to run to the other home base and back again. Batters continue at bat until put out. When a batter is put out, another player of his team comes into bat. Play continues until every player on both teams has had an opportunity to bat. The team scoring the highest number of runs is the winner.

21. One O' Cat.* *Grades Three to Five, Numbers 5 to 7, Space 100 by 100 feet.*

One O' Cat is sometimes called Work-Up. The field consists of a home plate and a first base about 30 feet to 35 feet from home plate. When the game is announced all players call out numbers. Number one is batter; number two, catcher; number three, pitcher, and so forth. The batter bats the ball

1. By Durham Young.
2. By D. Childre.

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and runs to the base and back to home base, if possible. He may be put out as in baseball. The batter continues to bat until retired, when he takes the place of the last fielder. All fielders then move up one space. Then Number Two becomes batter. A fielder who catches a fly ball exchanges places with the batter at once. Play may continue as long as desired or until each player has had a chance to bat.

22. Two O' Cat.* *Grades Four to Six, Numbers 7 to 10, Space 100 by 100 feet.*

Two O' Cat is similar to One O' Cat except that there are two batters in place of one and when one batter is on a base the other batter has one free lick in order to advance the base runner. All of the bases are needed for this game. After the second batter has had one lick he must run on the next hit ball. Players are put out as in playgroundball. If there is no batter at home the first batter is out and takes his place as last fielder. All fielders then move up one place. Play continues as in One O' Cat.

23. Three O' Cat.* *Grades Five to Seven, Numbers 7 to 12, Space 100 by 100 feet or more.*

Three O' Cat is similar to Two O' Cat, except that there are three batters and therefore the batter is not allowed any extra lick to advance the base runner. Boys often play Three O' Cat when there are not quite enough players to divide up into two teams for a regular game of baseball. It is well to have the players number off and to keep the order of the numbers in mind, as this helps the progression from place to place.

24. Cross-Out. *Grades Five to Seven, Numbers 14 to 20, Space 100 by 100 feet or more.*

Cross-out is similar to playgroundball or indoor baseball except that a player may be retired by having the ball thrown across his path when running to a base. The batter may also be retired as in baseball.

25. Zoneball.[3] *Grades Six to Eight, Numbers 10 to 20, Space 100 by 100 feet or more.*

Zoneball may be played on a playgroundball diamond. This game is intended to give special practice in placing the batted ball accurately. Three zones are marked out, which count points differently. A line is drawn from home plate through the field, passing 15 feet from first base. Another line is drawn in a similar way, passing 15 feet inside of third base. Two other lines are drawn in such a way as to have a zone thirty feet wide at second base. A batted ball which passes through the first base zone counts one point. A batted ball passing through the second base zone counts two points, and a batted ball passing through the third base zone counts three points. All players on the side at bat, bat in turn. The fielders then come into bat. Play may continue through any number of innings. At the expiration of the decided number of innings the team having the highest score wins. In this game there is no base running. Points are counted according to the zones through which the ball passes.

26. Homeball. *Grades 6 to 8, Numbers 14 to 20, Space 150 by 150 feet.*

Homeball is played on the regulation playgroundball diamond. Play is similar to that of baseball except that a base runner can be put out only by having the ball fielded to the catcher who must touch home base with the ball in his hand while the base runner is off of a base. Thus the batter hits the ball and runs the bases. The fielders field the ball home to the catcher who endeavors to touch home base with the ball before the batter has reached first base or that base to which he is running. All base runners are out if the catcher touches home plate with the ball while they are off of a base. A batter may be put out also by having three strikes or by having a fly ball caught. Play may continue for any designated number of innings.

3. By C. Bredt.

27. Hit Pin Ball.* *Grades 5 to 9, Numbers 14 to 20, Space 100 by 150 feet or more.*

Hit Pin Ball is played on a regulation playgroundball field except that on each base an Indian club is set up. The batter is retired by having the fielder knock down the pin on the base to which the runner is going with the ball. Fielders may have the ball in their hands or may throw the ball at the pin. The base runner continues until a pin ahead of him is knocked down. If the base runner has already passed a base, and the pin is standing, he may continue on, even though the pin behind him is knocked down. Play otherwise is the same as in playgroundball.

28. Touch Baseball. *Grades 5 to 7, Numbers 14 to 20, Space 150 by 150 feet.*

Touch Baseball is played on the regulation playgroundball diamond, and is similar to playgroundball or diamondball with this exception—a batter or base runner is retired only by having the fielder touch the base to which the base runner is going with the ball in his hand. The base runner is not allowed to return to the base he has once left. Play is otherwise the same as in baseball.

29. Twenty-one. *Grades 6 to 9, Numbers 14 to 20, Space 150 by 150 feet.*

Twenty-one is played on the regulation playgroundball diamond. The game differs from playgroundball mainly in the way in which the score is counted. The batter hits the ball and runs the bases as in playgroundball and continues around until he is put out. If the batter is put out at first base, he scores no point, but if he passes first base and is put out at second base, he scores one point for having reached first base. If he reaches second base safely he scores two points, if he reaches third base safely he scores three points, and if he reaches home base safely he scores four points. A team continues at bat until it makes three outs, when its members become fielders. The first team reaching 21 points wins.

30. Bunt. *Grades 6 to 9, Numbers 10 to 18, Space 60 by 60 feet.*

Bunt is played on the regulation playgroundball field. In this game, zones are marked out somewhat similar to those in Zoneball. A line is swung out from first base about 10 feet into the field and then continuing to home plate. Another line is swung out from third base about 10 feet into the field and then continuing to home plate. A third zone is marked out around the pitcher's box, being about 20 feet in diameter. The ball can only be bunted. The batter attempts to bunt the ball so that it stops in one of the zones. If the bunted ball comes to rest in the zone by first base, two points or two bases are counted; if the ball comes to rest in the zone by third base, three bases are counted. If the ball comes to rest in the zone by pitcher's base, one base is counted. The batter is allowed to take the base according to the number of the zones in which he bunted the ball. Thus, if the batter bunted the ball into zone three by third base, he may then take his position on third base. After a batter has reached a base play becomes a little more complicated. With a batter on base, the fielders have the option of fielding a ball which does not come to rest in one of the zones, or of letting the ball go and not fielding it. If the fielders field the ball, all base runners are allowed to advance if they wish. If fielders do not choose to field the ball, base runners must hold their bases. Base runners, may, of course, be forced in by the batter who may bunt the ball into a zone and thus force in all men ahead of him. If the batter fails to bunt the ball into one of the zones, but if the fielders in this case choose to field the ball, the batter may become a base runner, and the other base runners may advance. If the fielders decide not to field the ball, the batter remains at bat. A batter may be retired by three strikes. When a batter becomes a base runner, he may be retired as in baseball. Each base runner passing home plate scores one run. Play may continue for any designated number of innings.

(Continued on page 57)

Competitive Work in Gymnasium Classes

By

SAM BISHOP

Physical Education Department,
Northwestern High School, Detroit

IN THE daily gymnasium program for classes that meet at least three days a week or more, competitive mass games should be put in with the daily work, and a schedule of such games should be worked out. There is a great deal of enthusiasm and spirit in the classes containing this work. The boys develop leadership, co-operation and team work by a program of that nature. One can pick out the slow or backward boys of the class and see where they fit in, also find out which games and work they like best.

To work out a program, the classes should be made up of an even number of groups or teams. Each group or team elects its captain. A name or number is given to each group or team and the members will be known by the name or number which they were given. The schedule is planned so that the competitive games go with the regular program. Three days a week are used for competitive games, the other two days for the regular type of gymnasium class or program. In finishing up the regular program of daily work with a group game the teams or groups should be divided into halves (if six teams in a class, three should be on one side) and each team on the winning side should be awarded a point.

The program that I plan for competitive work with the regular gymnasium program, is as follows:

First, organize the groups or team in classes. Then divide the classes into an even number of teams, each team electing its captain. The floor should be marked to show where each team or group are to line up. The captain should be at the head of the line, and his boys should line up in back of him. A point is given to the group or the team that lines up the quickest. The members must be at attention before the point is awarded. This is one of many ways by which they can win points in addition to playing games.

Points are awarded in games played between teams. A record of points is kept, and the team that has the most points at the end of two weeks is awarded the trophy. There is one trophy for each class, and only one group or team in each class can win it. In case of a tie, the two leading teams play each other for it. This trophy is kept in the locker room or in the gymnasium and it will indicate the winning team or group. The display of these trophies encourages a desire and spirit to win.

A schedule of games is made to fit the seasons, as touch football in the fall. When it is impossible to play out-of-doors, other events can be substituted. The game of indoor baseball is not played in large classes in the fall of the year for it is then too cool and too many boys stand idle.

In large gymnasiums, eight teams can be competing at one time. Two teams can be up on the track or at one end of the gymnasium, wrestling, boxing, or doing some field event such as standing broad jump, etc. The other six teams can use the basketball and volleyball courts or the entire floor for various other games.

Throughout the year tests are given, consisting of soccer dribble, running broad jump, football punt for distance, drop-kicking, overhead shot put, 100-yard dash. These events are run in the fall of the year (out-of-doors). In the winter (indoors), we have a type of ability tests, such as running high jump, baseball throw at a target 30 feet away, rope climb for time, bar vault, chinning, and dips. In the spring (out-of-doors), fungo hitting for distance (5 chances), running bases for time (use stop watch), baseball throw for accuracy (5 times from home plate to second base, with boy standing on second base to catch the ball), pitching for accuracy from pitching box to home plate (5 trials; only strikes count). All boys take part in these tests, and the team that has the highest average in each class is the winner. Each boy must take part in every event, and the members of each group must remain with their event until completed.

It is interesting to observe that the German and the Swedish systems came into existence because of military needs; and it is significant to note, with reference to the tendency in modern physical education, that the War Department of the United States, in developing the new national army, placed the emphasis on competitive games and sports. Setting-up exercises were used to some extent, but not in the old way with the old emphasis. Football, basketball, boxing, wrestling, mass games and track sports replaced, both in physical and disciplinary training, the former systems of physical education.

Wrestling is obviously the greatest of all personal contact games. Fundamentally it is a test of strength, and in this point it serves as constructive training for any and all other forms of athletics. Many football coaches recommend it as the most beneficial conditioning process for football players. The coaches have observed that it develops muscular co-ordination, balance, drive, alertness, and endurance—qualities that are

of fundamental importance in the great game of the gridiron.

Boxing is being made a game of physical and mental skill. "The old style" of boxing has given way to the more scientific style. It is true that boxing is a game of strength, but strength properly controlled by the mind. Boxing develops trained vision, muscular coordination and alertness, and the spirit of confidence. It also teaches a person to carry on when hurt and trains him in self-control.

The following drills should be thoroughly mastered before the boys are allowed to box, as otherwise they might acquire bad faults such as drawing back before hitting (thus telegraphing a blow), wild swinging, etc. For real boxing the class may be divided into groups arranged in a circle, so as to form a ring, either standing or sitting. The rounds at first should be short; vigorous action should be insisted upon, as tapping and light hitting are out of place in boxing. The use of big gloves should be used in class bouts. Bouts should be held according to weight and height.

The following exercises are given in mass order the same as calisthenics. Later when exercises are mastered, the boys work in pairs with gloves on. When the boys can work these blows, they should, at first, be put through two-round bouts of one minute each.

1. Explain to the class how to close the fist. This is important because pupils have less chance of hurting their hands.
2. On guard.
3. Left jab.
4. Right to the body.
5. Combination left to head, right to body.
6. Combination left jab, right to body, left swing to the jaw.
7. Right uppercut.
8. Left hook to the chin.
9. Left jab to the body.
10. Combination left jab to the body, right cross to the jaw.
11. Left swing to the body.
12. Left swing to the jaw.
13. Right swing to the body.
14. Right swing to the jaw.
15. Right foot step to the left.
16. Left foot step to the right.
17. Side step right.
18. Side step left.
19. Parries and counters.
20. Ducking left lead; hit right uppercut.

On the days when we have our regular or general gymnasium program, we have marching, calisthenics, apparatus work, and group games. When we have calisthenics and marching we finish up with mass or group games. Other days we devote the whole period to apparatus work.

In our apparatus work each squad forms in line, the leader executing an exercise on the apparatus he is working on, not only indicating what the exercise is to be, but also showing how to do it. Then the first in line steps forward, goes through the exercise, and takes his place at the rear of the line while the second in line takes his turn. After the entire squad has performed this particular movement, the leader executes another exercise, followed in turn by each member of the squad.

The simplest and the easiest movements are naturally taken first. After the squad has finished with one set of exercises, it comes to attention, and then the instructor blows his whistle for the signal to change to another piece of apparatus. The squads move clockwise.

Instructional cards are issued to the group leaders. Two samples of these cards are given:

PARALLEL BARS

1—Mount to momentary cross rest.
2—Same as 1 with flexing left thigh and leg.
3—Same as 1 with flexing both thighs and legs.
4—Same as 1 extending both legs.
5—Mount to riding seat on both bars.
6—Mount to outside cross seat on left bar, quarter right turn to front leaning rest, hands on right bar, dismount backwards.
7—Mount to inside cross seat on left bar, vault swing to inside cross seat on right bar.
8—Travel in seats across the bars.

MAT WORK

1—Leap from right foot forward.
2—Jump forward.
3—Leap from right foot with ¼ turn.
4—Jump with ¼ turn.
5—Leap from right foot with ½ turn.
6—Jump with ½ turn.
7—Leap from right foot with ¾ turn.
8—Jump with ¾ turn.

These forms of apparatus work are of splendid value in developing the arms, chest, shoulders, and muscles of the sides; in short, the entire upper body.

Tumbling is another form of exercise which may be practiced upon the mats of the gymnasium, and it is also one of the most delightful and fascinating of exercises.

Tug-of-war is another event we use in our indoor work, but we list it in group competition. It is run in classes by weights—lightweight, 126 pounds; middleweight, over 126 and under 150 pounds; heavyweight, over 150 pounds.

The following are the averages of ten indoor athletic events:

EVENTS.	I.	II.	III.	IV.	V.
Dips	15.3	18.4	23.0	17.0	18.4
Leg Raising	32.0	30.1	31.7	28.0	30.4
Chinning	8.8	7.6	7.4	8.0	7.9
Knee Bend	88.8	96.1	84.2	86.1	88.9
Trunk Bend	313.8	341.3	404.0	341.3	411.5
Sit-ups	39.4	35.8	25.0	29.0	32.4
220-yd. Dash	33.3 s.	31.3 s.	30.7 s.	31.3 s.	31.7 s.
97.7-yd. Dash	11.6 s.	13.4 s.	13.3 s.	13.2 s.	12.9 s.
10 free throws	3.2 b.	2.9 b.	3.8 b.	3.5 b.	3.3 b.
12-lb. shot put	19.0 ft.	23′ 3″	23′ 3″	21.0 ft.	19′ 1″

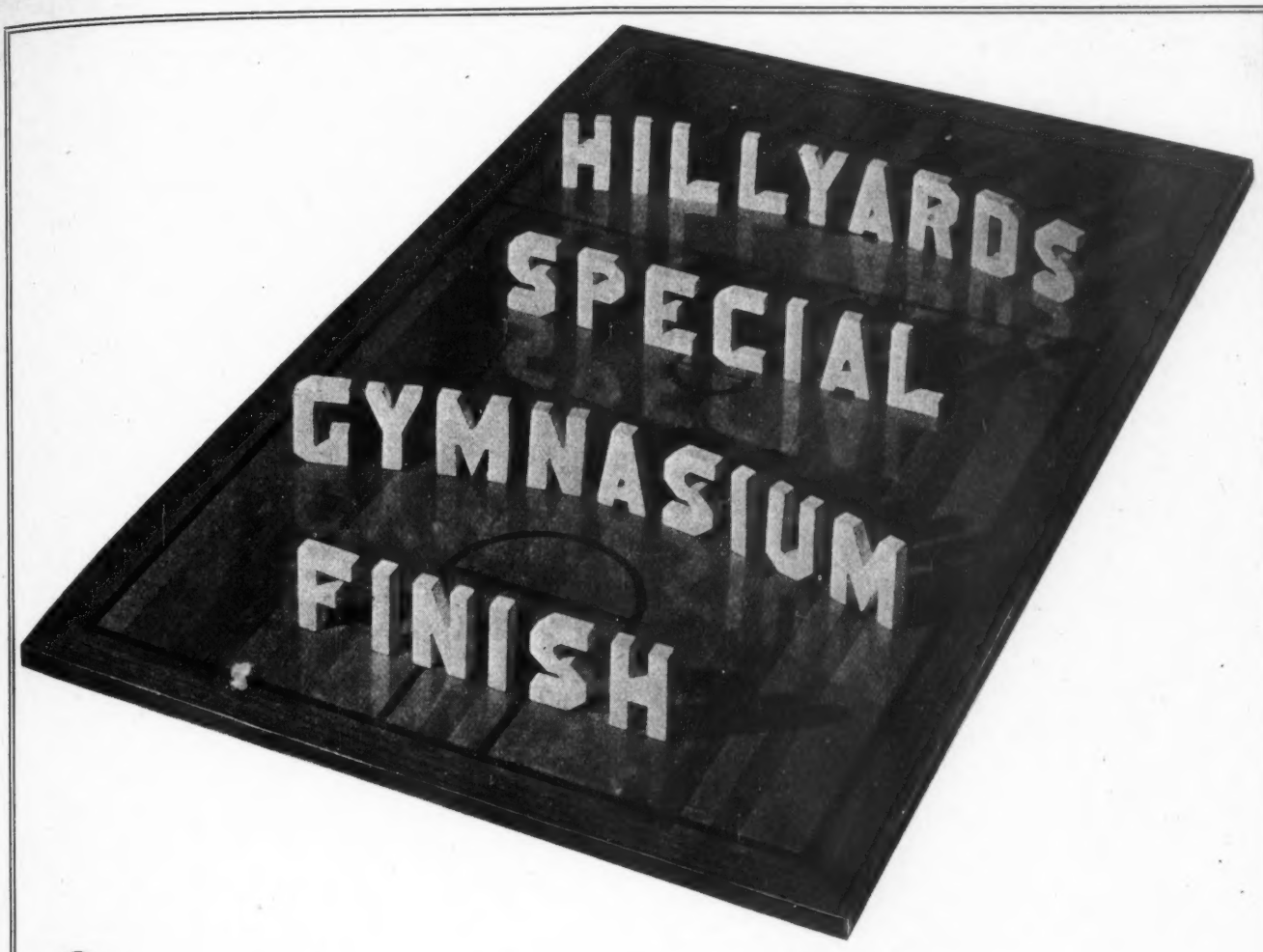
One point is awarded to the winning team in dual competition.

When two or more teams play on one side, points are awarded accordingly.

Points are figured up every two weeks. The awards are given to the team having the most points at that time.

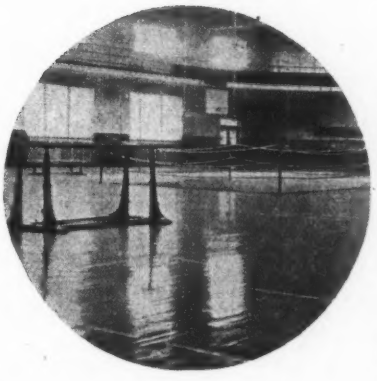
The program and schedule for "Competitive Games" and class work is as follows:

(Continued on page 50)

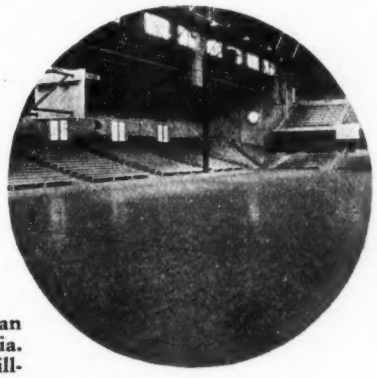


NON-SLIPPERY—there's not a chance to slip on Hillyard's Special Gymnasium Finish. The smooth, durable surface, while attractively lustrous, grips gym shoes tightly. The floor is easy to maintain and will not require refinishing each year.

SAFE AND SANITARY—splinters, dirty oil and grime are unknown on a Hillyard Finished Floor. Children may romp and play in complete safety. Regular maintenance eliminates rubber marks and keeps the floor in good condition.



University of South Dakota, Vermillion, South Dakota. Finished with Hillyard's Special Gymnasium Finish.



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AROUND THE COUNTRY

WITH J. E. ROGERS

Many state physical education associations have mimeographed or printed News Letters. The latest is Maryland. Volume 1, No. 1, was printed in December. Miss Beulah Putnam is editor. These News Letters help to build a strong state organization. The one in Iowa has been most effective.

* * *

F. R. Wegner, Superintendent of Schools, Little Falls, New York, writes:

"The New York State Public High School Athletic Association has taken action to abolish not only state basketball tournaments, but all state 'championships.' This action will begin to take effect after the games which have been scheduled for this year have been played. The committee felt that it might be in a position of having 'broken faith' with certain schools that have made arrangements in order to participate in these games, if they made the rule effective at once.

"The Association is fostering a wider athletic and physical education program for boys and girls, through the stimulation of intramural activities and determining principles which will aid the schools in setting up interscholastic contests on the basis of 'equality of competition.' Believing in the educational principle, 'learning by doing,' the Association is encouraging and fostering schools to use this principle of conduct in interscholastic games, so that 'winning' as the object of the game may be supplemented with the more worthwhile objects of play."

* * *

James F. Rogers, Office of Education, Department of Interior, Washington, D. C., has prepared an individual height and weight record to be kept throughout a child's school years. This is the best height and weight record chart yet proposed. It is now a matter of "individual growth" and not a question of "mass."

* * *

In response to many requests, the following "Forecast of Physical Education for the Next Ten Years" has been made by the author of this page, Mr. James Edward Rogers.

1. Higher and better standards in both teacher training and certification for physical education teachers.
2. Every physical education teacher will be a certified teacher.
3. Most physical educators will have a B.S. degree in education.
4. Athletics will be a part of the physical education program.
5. There will be no special coaches and all coaches will be physical education teachers and full-time members of the faculty properly certified.
6. Physical education will be recognized as a fundamental integral part of the school curriculum.
7. College entrance credits will be granted to physical education as one of the fifteen units.
8. A steady increase in adequate facilities and time allotment.
9. Better organized and graded programs.
10. Better measuring standards and tests.
11. Meeting educational standards for definite results in body building, in health, in skill training, in sportsmanship.
12. A steadily enlarged and enriching program of activities.
13. Employment by educational administrators of executives who will be able to administer the whole program and not just its parts.

* * *

Soccer is played throughout Delaware and Maryland; very little intercollegiate football is played by the schools of these two states. Touch football is growing in popularity throughout the country. A recent survey and testimonials prove the worth of this game as an intramural activity.

* * *

College Entrance Credit—The colleges of Alabama accept one unit of health and physical education for entrance. Such credits must be earned from high schools on the accredited list of the State Department of Education.

The Florida Principals' Association favors one unit of credit in health and physical education within the 16 required for college entrance. They voted to ask the Southern Association for this credit.

California now requires one unit of health and physical education for graduation from high school.

Ohio is moving rapidly towards a strengthening of high school programs so that the unit earned will be recognized by Ohio colleges. (Ohio Health and Physical Education Bulletin)

* * *

How is this for professional spirit? East Stroudsburg State Teachers College sent a check to Elmer Mitchell for $316.50 to cover 205 memberships in the A.P.E.A. as follows:

199 student memberships at $1.50
4 instructors memberships at $2.00
2 instructors memberships at $5.00.

* * *

Physical education activities in Newark.—In recent years, the high school population of Newark has rapidly increased, making necessary the construction of the Chancellor Avenue High School in the southern end of the city. It will be a million dollar building, containing two major gymnasiums with movable partitions, thus making four gymnasiums available.

The physical education department has adopted the blue romper costume for both elementary and high school girls.

Two high schools have adopted the white athletic shirt and running trunks as the official costume for the boys.

The Eighth Annual Junior and Senior High School Gymnastic Championship of Newark, N.J., was held on Saturday, January 16, 1932 and was won by East Side High School.

* * *

"Recreative Athletics," suggestions for programs of recreative athletics, games and sports and for conducting the program, revised and enlarged edition, prepared by the National Recreation Association, is a most practical and useful handbook. It contains methods of conducting athletics, special activities, stunts and meets, play days, water sports, winter sports, the organization and administration of the athletic program, etc.

* * *

The famous book on the *Physiology of Exercise* by Ferdinand August Schmidt, M.D., and Wolfgang Kohlrausch, M.D., has been translated by Carl B. Sputh, M.D., Emil Rath, and Leopold Zwarg, and is published by F. A. Davis of Philadelphia. This is one of the standard textbooks in Germany. We are greatly indebted to the translators for making this book available to English readers. It was reviewed in the February issue of the JOURNAL OF HEALTH AND PHYSICAL EDUCATION.

* * *

At the September meeting of the Cincinnati Health and Physical Education Association the following officers were elected for the 1931-1932 term: Raymond Wirth, President; Bertha Bruckman, Vice-President; Frances Hanauer, Secretary; Dr. A. A. Knoch, Treasurer.

* * *

H. T. Taylor, Supervisor of Physical Education, Louisville, reports a new junior high school opened, making eight in four years.

The following high schools have new physical education plants and equipment, and you are invited to visit them at your convenience:

Central High School, Lynn, Mass.
High School, Needham, Mass.
High School, Weston, Mass.
High School, Yarmouth, Mass.
High School, Provincetown, Mass.

* * *

The Ohio School Code calls for "credit and penalties to be applied for success or failure in physical education courses as in other school subjects." If the full provision of the statement were carried out, all schools would grant at least one-fourth of a unit of credit per year for physical education. In a four-year program, also required by law and advisable in fact, each student would then earn one full unit towards graduation. Ohio colleges will recognize this unit towards college entrance as soon as they can be assured that the work offered is progressively graded, educative in nature, and taught by trained teachers. Health and Physical Education is slowly but surely rising above its physical training atmosphere and receiving its due recognition as an educational subject. In any other form, it has a difficult time justifying its place within the curriculum.

All superintendents in the state are urged to give the health and physical education standards careful attention. The 1930-1931 list of schools with approved programs will be made up on the basis of the returns received by December 1, 1930. (Ohio Health and Physical Education Bulletin)

* * *

Some student activities at Temple University—Students in the Liberal Arts and Teachers College, in all departments must meet requirements in gymnasium activities, hygiene, and proficiency in swimming, for the Bachelor's degree.

Students in the Health and Physical Education Department are required to pass the Red Cross Life-Saving tests by the end of the Sophomore year.

The intramural program which gives students an opportunity to participate in the activities they like and in which they are interested is progressing satisfactorily.

The roof of the beautiful Mitten Hall, the social center for the student body, has been converted into an outdoor exercise space which is bounded by a steel wire cage. A banked running track has been constructed outside of the cage.

* * *

Physical education gets the credit.—In a recent article in the Buffalo Evening News, Dr. William Brady reports that the average weight, height, chest measurement, and lung capacity of college girls have increased, according to data for 6000 freshmen girls recorded in five colleges during the past 50 years. He says, "Frankly, we should give credit where credit is due. It is the gradual insinuation of physical education into the common school and high school course that deserves most of the credit for the bigger and better women that bless the world today. . ." (New York Bulletin)

* * *

Dorothy LaSalle is Director of Health and Physical Education at East Orange, New Jersey. East Orange has a splendid progressive program based upon the needs of the students.

* * *

N. P. Neilson, State Director of California, will be at Stanford this summer with Dr. Storey.

Dr. D. Oberteuffer will be at the University of Wisconsin this summer with Professor Lowman at the summer session.

Floyd Rowe, City Director, Cleveland schools, will be on the faculty this summer at Iowa State University.

* * *

Harry P. Clarke has been for many years Director of Physical Education, Winnetka Public Schools. Winnetka schools are famous for their progressive educational policies. Mr. Clarke has developed a splendid activity program based upon play and recreation and the new philosophy of physical education.

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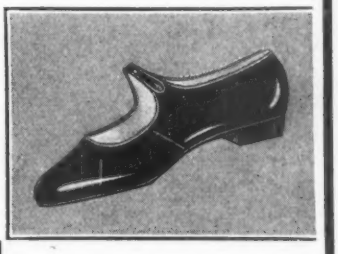

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Physiology

at the Service of Physical Education

Arthur H Steinhaus

Professor of Physiology and Director of the Y.M.C.A. College Laboratory for Physiologic Research in Physical Education, Chicago.

The series of which this article is one is an attempt to present and interpret to physical educators the results of some recent researches in Physiology which to the writer seem of importance to Physical Education. The articles cannot lay claim to scientific thoroughness. They must rely on their simplicity and essential accuracy to commend them to the reader. The bibliographical references should serve as starting points for any who desire to equip themselves with fuller information. (Reprints of the Steinhaus series may be secured at a nominal cost from the A. P. E. A., Box 362, Ann Arbor, Mich., or from the author.)

17. Physiology of Movement and Measures of Co-ordination

MOST everyone recognizes good athletic form when he sees it; but few people are able to analyze a movement to say just how the good differs from the poor. Our best coaches are thus gifted and can often improve an athlete's performance by advising a slight modification at a crucial point. Slow motion pictures have helped considerably to make us all see, what previously only the expert coach seemed to grasp intuitively.

Photographic methods for analysing the form of locomotion were employed by the Frenchman, Marey, as early as 1874. Bernstein (1928) and Steinhausen (1930) have presented good reviews of the various methods and their application in the hands of a variety of workers. But it is only in recent years that running and other athletic events have been subject to the critical analyses formerly confined to walking. Thus the Germans, Jokl (1929, 1930a and b, and 1931), Schmith (1929) and Knoll and Morenz (1932) report such studies on the form of the start and of running, jumping, and hurdling, while Fenn (1929, 1930a and b, and 1931) in our own country has applied himself to the analysis of the work of sprint running in terms of the physical laws involved. All have employed cinematography or "slow motion" pictures, taking as high as 200 exposures per second.

The pictures must be taken with the camera solidly mounted, with its line of vision at right angles to the line of the run, and, if angles are to be carefully measured, at least 120 feet from the runner so that an entire step may be recorded by light rays striking the lens at virtually right angles. Enlargement of the individual pictures is then necessary before the analyses indicated in the accompanying pictures can be made.

I shall here confine myself to a brief summary of findings secured by Jokl and Knoll and Morenz who employed the above methods to compare skilled and unskilled athletes in various events. The differences found are clearly due to differences in the functioning of the nervous system and may therefore be taken as measures of learnings in co-ordination. Similar pictures of a single individual in various stages of learning a new co-ordination should be made and would be a most objective record of the progress of learning.

1. In highly trained runners the form of the stride for sprinting, middle distance running, and long distance running is identical. With the few exceptions this involves landing on the heels first.
2. In the trained the stride is longer, the trunk is bent forward more, the knee is raised to a lesser height in front, the arm is raised to a higher angle at the back and is brought forward more rapidly.
3. In the trained the center of gravity is carried in nearly a straight line with smooth, regular undulations, likewise there is less up and down motion of the head and shoulders.
4. In the trained the forward progress is uniform while in the untrained the speed changes considerably from moment to moment in a single stride.
5. In the trained the left and right extremities move more nearly uniformly.
6. The inability to change easily from the rapid pushing step (low gear) necessary at the start for rapidly imparting speed to the body, to the "high gear" or stride step in which the heel touches first, is often the cause of a good runner being a poor sprinter.
7. The best hurdlers do not change the level of their

Fig. 1. In this picture is indicated a method of ruling the photographs for purposes of analysis.

center of gravity in going over the low hurdles. For this reason the tall man whose center of gravity is already above the hurdle top has a natural advantage over the smaller man. The motion over the hurdle is a modified stride, not a jump.

8. In the running broad-jump the best performers bend slightly sideways over the jumping foot so that the force of the jump is applied squarely behind the center of gravity. From an analysis of film of the world's best jumpers (usually negroes, by the way) it was found that they perform this shift in the following manner. In the last step before the jump the foot is placed on the ground in sharp outward rotation. In fact the entire leg is rotated outward. This movement tips the pelvis and trunk toward the other side, thus placing the center of gravity over the jumping leg. Jokl reports that by calling this one point to the attention of a competitor who had made his first few jumps at 6.70 meters, the athlete made 7.16 meters in his very next jump and set a new German Intercollegiate record.

9. The biggest difference between skilled and unskilled jumpers lies in the second half of the jump. Here the skilled performer is better able to bring both legs far forward to land in a "jack-knife" position with both heels together. By a peculiar sideward wriggle he is then able to prevent himself falling backward into the pit.

This atomistic analysis of athletic performance will, no doubt, contribute very little to the establishment of new world's records. In athletics as in other realms of accomplishment the genius exemplies the law, naturally. He is not consciously guided by it. The rôle of science is to analyze in order to explain and to formulate laws. Armed with this information the majority of average persons are then able to consciously better themselves a little. *(Continued on page 57)*

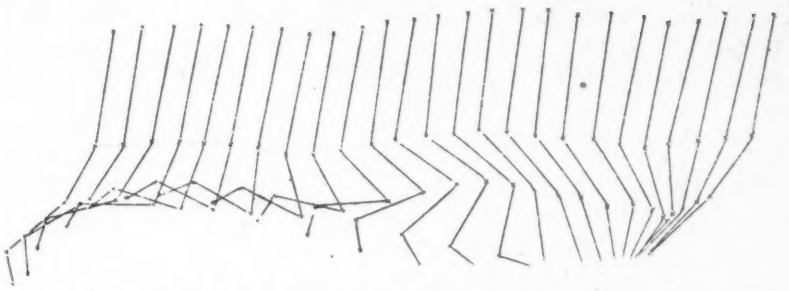

Fig. 2. Analysis of a single stride of a good runner (Nurmi in his world's record 1500 meter race). The equally spaced lines indicating the trunk disclose the smoothness of his forward progression. Compare this with the corresponding feature in Fig. 3 of an untrained runner. Connect corresponding points in successive diagrams to help visualize up and down movements particularly of the pelvis which is approximately the center of gravity.

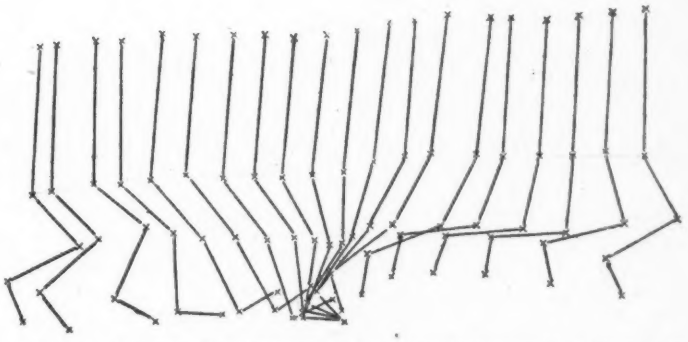

Fig. 3. Analysis of a single stride in an untrained runner. Compare with Fig. 2. (Note that in this picture the foot is on the ground in the middle of the pictured stride, whereas in Fig 2 this was the case at both ends.)

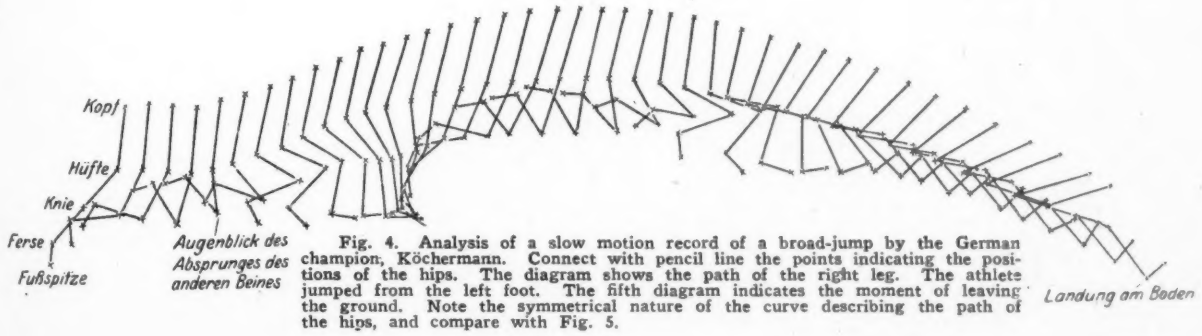

Fig. 4. Analysis of a slow motion record of a broad-jump by the German champion, Köchermann. Connect with pencil line the points indicating the positions of the hips. The diagram shows the path of the right leg. The athlete jumped from the left foot. The fifth diagram indicates the moment of leaving the ground. Note the symmetrical nature of the curve describing the path of the hips, and compare with Fig. 5.

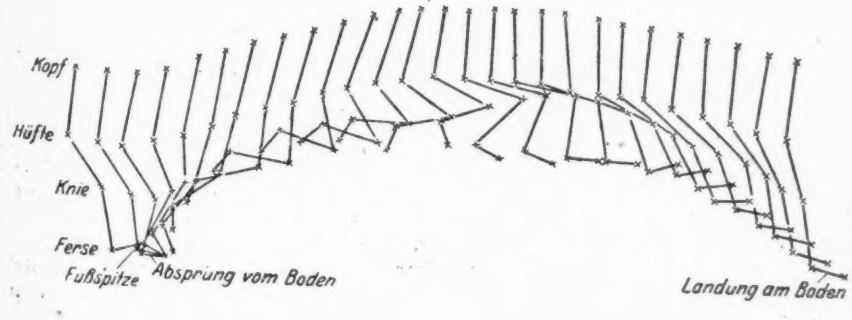

Fig. 5. Analysis of a jump by a poor jumper. In this case the "jumping leg" is diagrammed. Connect points as suggested under Fig. 4 and note how high the hips still are at the moment when the feet touch ground. This results from a failure to draw both legs forward and upward into the "jack-knife" position.

Eastern District Association News

Compiled by Louis A. Alexander,
The University of Rochester.

PENNSYLVANIA

W. G. Moorhead

Pennsylvania's membership in the American Physical Education Association as of March 1, 1932, is a total of 790. These memberships are classified as follows: 261 Active; 97 Professional; 423 Undergraduate; 2 Professional-Undergraduate; 7 Sustaining. The undergraduate list is very encouraging and evidences an interest on the part of the students enrolled in physical education curricula in our national professional organization. The undergraduate membership in the three state teachers colleges having courses in health and physical education is as follows: East Stroudsburg, 200; Slippery Rock, 112; and West Chester, 25.

On Tuesday, March 22, at the Harrisburger Hotel, Harrisburg, the directors and teachers of physical education in the state teachers colleges of Pennsylvania gave a testimonial dinner to Mr. W. G. Moorhead, director of the Division of Health and Physical Education, State Department of Public Instruction. There were more than eighty persons in attendance including the nurses in the teachers colleges. Mr. Moorhead has been connected with the State Department since 1920—as supervisor of physical education until 1925, and as divisional director since that time.

The presiding officer at the dinner was Mr. A. L. Crapser, director of physical education, East Stroudsburg State Teachers College. Addresses were given by Harry Allen of West Chester; Mr. Edmund Wicht, secretary of the Pennsylvania Interscholastic Athletic Association; and Miss Esther Henderson of Shippensburg State Teachers College. Mr. Moorhead responded with a resumé of the developments in the physical education field in the teachers colleges and thanked the representatives present for their splendid co-operation which has made this program possible.

The following figures show the increase in numbers of teachers in health and physical education in Pennsylvania since 1920:

Year	Health	Phys. Ed.	Total
1920-21	—	—	153
1921-22	—	—	171
1922-23	—	—	344
1923-24	—	—	444
1924-25	11	481	492
1925-26	27	538	565
1926-27	64	792	856
1927-28	108	900	1008
1928-29	247	1053	1300
1929-30	289	1192	1481
1930-31	533	1269	1807
1931-32	570	1566	2136

MASSACHUSETTS

Carl L. Schrader

Massachusetts State College sponsored its Fifth Annual Basketball Tournament for Small High Schools, on March 2, 3, 4, and 5. The department of physical education, which was in charge, used every care to eliminate the undesirable features of such festivals, and avoid the misnomer "championship." No team played more than one game and the social aspect was stressed in a most happy way. The final winner was the high school of Williamstown, which carries a splendid physical education program.

In "High Spots," a publication of the New England Association of School Superintendents, the following Massachusetts towns and cities report new health and physical education equipment, programs, or additional personnel: Ayer, Billerica, Framingham, Greenfield, Hampton, Hyannis, Millis, Provincetown, Somerset, Somerville, Townsend, and Worcester.

The Seventh Annual State Conference of Directors and Instructors in Physical Education was held in the Gardner Auditorium at the State House, on February 12, and at the Watertown High School on the 13th. The attendance numbered more than 500. It was a rich program, heralded as the best ever presented. The program was as follows: Opening remarks, Dr. Payson Smith; "Recreation and Morale," Herbert C. Parsons, Executive Secretary of the Child Labor Committee; "Some New Facts Pertaining to the Correction of Physical Abnormalities," Dr. James H. McCurdy, Springfield College; "Personality and Social Leadership in Our Ranks of Teachers," Florence A. Somers, Sargent School of Boston; "The Need For Extended Use of School Recreational Facilities for our Citizens," W. Duncan Russell, General Director, Community Service of Boston; "Epidermophytosis (Athlete's Foot)—Its Prevention and Treatment," Dr. C. Guy Lane, Boston; "Developing a Test of Motor Ability for College Women," Professor Eugene C. Howe, Wellesley College; and "Summary of the Day's Conference," Carl L. Schrader, State Supervisor.

The Wellesley College Department of Hygiene and Physical Education gave a demonstration of a test of motor ability for college women, which was demonstrated by graduate students. The Posse Nissen School of Physical Education gave an exhibition of gymnastics and apparatus. The demonstration by the Sargent School of Physical Education included marching tactics, Bode expression gymnastics, rhythms for children, stunts, and the Dal dance. The Bouvé-Boston School of Physical Education gave demonstrations in Danish gymnastics, tap dancing, dance patterns, and games.

RHODE ISLAND

Neva L. Langworthy

A meeting of the Rhode Island Physical Education Association was held Tuesday evening, January 19, in Providence. An address on "The Development of Health Work in the Malden Public Schools" was given by Professor Clair E. Turner of Massachusetts Institute of Technology. His talk was followed by the showing of moving pictures on circulation, digestion, and feet.

A rifle club was recently organized at the Rhode Island College of Education. It has a membership of twenty-seven, and is affiliated with the National Rifle Association. There are now four rifle clubs in the State of Rhode Island, two of which are in the high schools and two in colleges.

A Rhode Island State Board of Officials for Women's Sports, which is allied to the Women's National Rating Committee, has recently been formed. The object of the organization is to further the best interests of sports for women by providing a list of approved officials; by interpreting rules to players, instructors, and officials in the interest of standardizing and improving officiating; by encouraging the universal adoption of the latest official rules for women as adopted by the A. P. E. A.; by encouraging good sportsmanship and clean playing.

MARYLAND

Hope Godwin

The Maryland Physical Education Association held its March meeting in the form of a Cabaret. One hundred and ninety some "physical edders" forgot their dignity and had a perfectly safe and sane riotous time. Entertainment was furnished by the more gifted, and bridge and dancing were enjoyed by all. This is by far the most popular meeting we have had.

The Eighth Annual Girls' Winter Carnival, under the auspices of the *Evening Sun* and the Playground Athletic League, was held Saturday, March 5. Some 4,785 girls competed in thirty-one different events. The age classifications were under 12, under 14, under 17, under 21, and over 21. The ages varied from eight to seventy-five. Special features of the affair were the bean-bag and shuffle board tournaments which included as participants 218 grandmothers and mothers who are members of the various women's clubs in the city of Baltimore.

The Recreation Centers of the Playground Athletic League have 1,024 girls participating on 81 teams in Round Robin Tournaments in volleyball, dodgeball, and basketball, with a

total of 195 games. The teams are classified as Novice and Advanced, and according to the groupings of Industrial, Independent, Recreational, Sunday School, Department Store, and School Alumnae. As a finale of the basketball season, the winner of the greatest number of points in each classification plays in a winners' tournament.

John R. Bowman, supervisor of health and physical education in secondary schools in Baltimore, is very enthusiastic regarding the "gym meet" idea. Following is his account of this movement in Baltimore. "In an effort to reach a large group of boys and girls who are not interested or who are not participating in the organized team games offered in the physical education program, 'gym meets' were suggested. For the lack of a better name, 'gym meet' is used since all of the activities in the meet are conducted as a part of the physical education program and also because they are usually conducted in the gymnasium. In Baltimore, we consider the work in physical education in the schools 'gym work' for short. This term covers all the activities conducted on the playground, the athletic field, the closed-off street, school yard and the gymnasium.

"Four years ago the 'gym meet' was introduced in the secondary schools. Junior High School No. 47 under the leadership of Miss Alvina Liebman, senior physical education teacher, organized and conducted the first 'gym meet,' an interclass meet. It is very interesting to note that this meet was started by a school with very limited facilities, an old building with a makeshift gymnasium in the basement, with no locker room or shower bath advantages, and little equipment.

"The excellent feature of this meet was the fact that every boy and girl had to enter all of the events—eight in number. The entries were unlimited to each class. In the first meet there were 846 boys and girls who participated. The events are now staged out-of-doors in an adjacent part. Since 1928 this school has made an annual affair of this meet in the spring of the year. The necessary equipment is transferred from other schools for the day of the meet. There is a judge for each activity. The boys and girls are divided into squads under a squad leader. This squad leader takes his or her squad from one activity to the next according to a prearranged schedule of events. There are 20 different places for activities, each of which is numbered for the guidance of squad leaders as follows:

For girls: 1. parallel bar, obligatory exercise; 2. parallel bar, optional exercise; 3. horse, obligatory exercise; 4. horse, optional exercise; 5. dance steps; 6. 40-yd. dash; 7. standing hop, step, and jump; 8. target throw, five balls.

For boys: 1, 2, 3, 4, same as for above; 5. dash: under 95 lbs., 60 yds.; under 115 lbs., 70 yds.; and unlimited weight, 80 yds.; 6. chinning; 7. broad jump: standing broad jump under 95 lbs., running broad jump over 95 lbs.; 8. ball throw: over 115 lbs., target throw, five balls; under 115 lbs., round arm basketball throw.

"Since this 'gym meet' was started, other schools have taken it up either as an interschool affair or as an event within the school. This year we had many dual meets for both boys and girls. The interest is great. After a little more experimentation we plan to conduct a city-wide meet where all schools may enter. This year marked the first senior high school 'gym meet' for boys which was held in the new Polytechnic Institute gymnasium, March 22.

"These 'gym meets' are meeting a need of the boys and girls who do not take part in the organized seasonal team games. I believe such meets, not necessarily these activities, do more for the growth and development of boys and girls than the individual team games."

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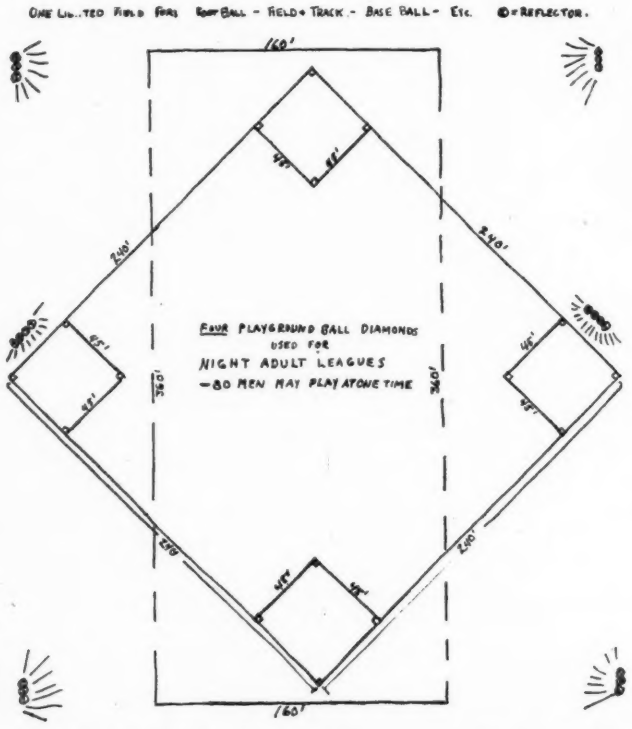
« "How We Do It" »

Mass Night Playground Ball

SANTA BARBARA has just worked out a very successful experiment in what might be termed "mass night playground ball." Feeling that others may profit by our experience, I am passing it on for their consideration.

A very rough pencil sketch of our layout, also a night photo which gives a fine idea of the amount of light available on every part of the field accompany this description.

This installation has already been used for football, play-



ground ball, field and track, and drill purposes. There are many other possibilities.

A number of persons have inquired as to interference by outfielders when we have four games going on at one time. It is true that there is overlapping in these territories but up to the present time there has not been a single objection, probably because the play is recreational rather than professional.

There are twenty reflectors, ten on each side. Each of these reflectors carries three fifteen hundred watt lamps. Arrangements may be made to use any number of these, or the entire battery.

We have more than three hundred men playing night playground ball and our first league, just closed, has been successful from every standpoint.—*By W. H. Orion, Director of Recreation and Physical Education, Santa Barbara, California.*

* * *

Punch Ball

INTRODUCTION—The Youngstown, Ohio, playgrounds have promoted a new game which is interesting both for recreation and competition. There are fifteen players on a side. A tightly blown rubber ball the size of a basketball is kicked, punched with the fist, or butted with the head as in soccer. The entire end of a schoolyard is used as one goal and the opposite fence is the other goal. When out-of-bounds at the side, the ball is tossed in as in soccer.

No running with the ball or dribbling is allowed. The game differs from soccer in allowing players to use their hands or fists in advancing the ball and in having the entire side of a field as a goal. For this reason there are few fouls and the game is fast.

Rules

1. Field. A regulation football gridiron is official. A field seventy-five yards long is satisfactory, and games can be played on even a smaller area.
2. Goals. The entire opposite ends of any playing field.
3. Ball. A ten-inch sport ball. (A tightly inflated rubber ball, procurable at the Athletic Supply Company, 417 Huron Street, Toledo, Ohio.)
4. Put the ball in play by punching it with the fist from a point half way between the defenders' goal and the center of the field.
5. The ball may be punched, slapped, or butted, but not kicked. It may be picked up and tossed in the air before being struck, but the runner shall not advance more than a step in so doing.
6. No dribbling, or running with the ball.
   Penalty: Ball goes to the other side on the side line, and is thrown in with the teams "on side."
7. When ball goes out of side lines, it is tossed in as in rule six after penalty.
8. A goal is made when the ball passes across any point over the ends of the field.
   Goal counts one point.
9. Halves are twelve minutes, with a three-minute rest.
10. After a goal is made the opposite side puts the ball in play.

A Santa Barbara, California, Playground Illuminated for Night Activities

11. For interschool or league games, fifteen players shall constitute a side if the field is eighty yards or more in length; eleven players shall constitute a team for a field less than eighty yards long.
For intra or recreation games, from six to twenty players on a side.

Chase Ball

Same as Punch Ball, except
1. A six-inch sport ball shall be used.
2. Players may kick the ball as well as punch, slap, or butt it.

—By John H. Chase, Superintendent Youngstown Playground Association, Youngstown, Ohio.

* * *

Team Dead Ball

A NEW game, "Team Dead Ball," has been used in our school system during the past two years and has been very popular with the boys. It may therefore be of interest to other physical education teachers.

Playing Area: This game must be played on a court that is enclosed on all sides. Any size court will do, depending upon the number of players participating. A line shall be drawn across the center, dividing the court into two equal parts. This line is called the "restraining line."

Equipment: This game offers a good opportunity to use up old equipment. New equipment is not recommended, due to the fact that the balls are sometimes scarred in hitting the sides of the court. Use preferably old volleyballs, soccerballs, or basketballs. The number of balls to be used in the game depends upon the number of players on each side. It is recommended that one ball be used when there are ten players on each side, and that for each additional ten players another ball should be added. The game is best when played with three balls.

Players: Any number of players may participate in this game, provided the sides are of equal number.

Official: There shall be one official, the referee, whose duty it is to put the ball in play, designate "dead" men, and to decide the winner of the game.

The Game: The balls are placed in the center of the court by the referee. The teams line up against the walls at the extreme ends of their respective sides of the court. At a signal from the referee the teams are allowed to rush to gain possession of the balls. They must not, however, touch or cross the "restraining line."

The purpose of the game is for each team to eliminate their opponents by throwing the ball and attempting to score a hit. When a player is hit by a ball on the fly he is declared "dead" and must retire from the game.

The game will be played according to the following rules:

RULE 1

A player hit by a ball on the fly, thrown from the hand of an opponent, is "dead," and must retire from the game.

RULE 2

A player touching or crossing the "restraining line" with any part of his body is declared "dead" and must retire from play.

RULE 3

If a fly ball is caught by a player he is not "dead," but if he attempts to catch it and fumbles, he must leave the game.

RULE 4

If a player, attempting to catch a ball on the fly, fumbles it, and the ball is caught by another player on his side before it hits the floor or wall, he is nevertheless declared "dead."

RULE 5

The ball, after hitting the floor, the wall or a player, is called a "dead ball," and cannot cause the elimination of another player.

RULE 6

If the ball hits two players simultaneously, both are "dead" and must retire.

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RULE 7

If two players of opposite sides throw at each other and each one scores a hit, the player that is hit first must retire. If these players are hit at the same time, both are declared "dead."

RULE 8

The referee shall decide before the game the number of players a team is allowed to have and still continue in play—for example: if each team has thirty players participating, he may announce that the first team eliminated down to six men loses. The other team is then declared the winner. He may also declare that teams will continue in play until one of them is eliminated entirely.—*By Joe S. Crawford, Jr., Instructor of Physical Education, Port Arthur Independent School District, Port Arthur, Texas.*

* * *

Play Days for Boys

THE success of a play day is determined by the objectives planned for it and how well they are fulfilled. No one can judge a play day for any community but his own and reach a decision whether it was successful or not. Local conditions vary so much and the needs change so rapidly that there must be a constant revision in order to keep up to date.

The motive for the play day at Bridgewater Normal was determined by the following conditions: During the fall semester of the third year class the men take practice teaching in towns surrounding Bridgewater. It was decided to make a class project of the play day and the senior class was to conduct the project.

The purpose was three-fold:

First: An opportunity for seniors to demonstrate their teaching ability with boys' activities and to meet the guests and make useful contacts.

Second: An opportunity for men out in teaching to select the leaders among the boys in their schools and bring them to Normal for instruction in games which might have a carry-over value on their return.

Third: An opportunity for the second year men to observe a demonstration of play day administration and be better prepared when they are ready to begin teaching.

The following committees were selected and duties outlined as simply and concisely as possible:

Student director—Check up chairmen, equipment, etc., and be prepared to give directions during the entire day's activities. Is responsible for arranging groups, marching to field, and so forth.

Reception—Meet guests, and make all plans for all social phases of program.

Marshals—(Costume, dark trousers, white shirts.)

Meet visitors, have them take lunches to lunchroom.

Register visitors at gym. Each marshal to have charge of one group at games on athletic field. Assist instructors during games, as official or scorer. Be on police duty for varsity soccer match in afternoon.

Athletic games—(Senior instructors in white duck trousers and white shirts.) Have camp equipment ready and fields marked. See that horn is blown for changing groups from one game to another.

Lunch—Tables assigned to each school represented. Hot cocoa to drink with lunches which are brought by each boy. Clean up after lunch.

Badges—White ribbons for guests. Red ribbons for boys. Red and blue armbands for boys' teams.

Entertainment—Speakers. Sport movie. Music. Special and group singing.

Advertising—Posters and paper write-ups. Pictures of groups.

Finances—Ribbons for badges. Movie film. Armbands. Fee for janitor service. (Expenses estimated at about twenty dollars.)

Letters were sent to superintendents and letters of instructions sent to Normal men out in teaching, with an entry blank for registration of the boys.

The instructions were as follows:

Instructions

1. Talk the matter over with your Principal, and ask his help in arranging for transportation.
2. The plan.

   Trainers will select a group of boys who show signs of leadership and bring them to Normal for a day of instruction and fun.

   General program:

   9:30 Meet in gym for organization.
   10:00 Games on athletic field.
   12:30 Lunch.
   1:30 Social time at Normal School.
   2:30 Soccer-football game, Bridgewater vs. Fitchburg.
3. Games to be played. Trainers need not teach any special work to prepare boys, as the seniors at Normal will teach and conduct such activities as can be carried on without much preliminary instruction. You get the boys and let the seniors do the rest.
4. Select carefully your potential play leaders and you will get from ten to twenty of them. Get them together and talk over your plans.
5. A note telling me you are interested and ready for action will be greatly appreciated. Also a telephone number that will locate you on the day of the event, in case weather conditions are not suitable, will help.

The results were above expectations. In addition to the many boys participating in the program, several principals attended and the program went along smoothly. Everyone reported a very happy day, with a suggestion that this event become a regular feature of our yearly program.

Indications are that plans will be carried out for the students to produce a similar play day at two schools near Boston, at the request of Normal alumni. The play day evidently seems to meet the needs of the present day.—*By Frank Crosier, Director of Physical Education for Men, State Normal School, Bridgewater, Mass.*

Competitive Work

(Continued from page 40)

Mon.	*Tues.*	*Wed.*	*Thurs.*	*Fri.*
1-2	Group games	1-3	Group games	6-8
3-4	(four	2-4	(four	2-5
5-6	teams to a	7-6	teams to a	3-7
7-8	side)	5-8	side)	1-4
Mon.	*Tues.*	*Wed.*	*Thurs.*	*Fri.*
4-7	Boxing	2-3	Tests	4-6
3-8	Wrestling	5-7	Special work	3-5
2-6		1-6		2-8
1-5		4-8		1-7
Mon.	*Tues.*	*Wed.*	*Thurs.*	*Fri.*
7-2	Marching	7-8	Regular	8-5
1-8	Calisthenics	6-5	gym	6-7
4-5	Mass games	4-3	work	4-2
6-3		1-2	Mass games	3-1
Mon.	*Tues.*	*Wed.*	*Thurs.*	*Fri.*
4-1	Apparatus	7-4	Mat work	4-8
7-3	work	8-3	Tumbling	6-1
5-2	by	6-2		7-5
8-6	groups.	5-1		3-2

With this program in competitive work, the winners of each class meet every two weeks after school and play for the championship. This method is worked the same way with all the games such as boxing, wrestling, track events, tug-of-war, etc. The winners in every event are awarded ribbons and also have their names on the record sheet which is on the bulletin board in the gymnasium where everyone can see it. This method of posting the winners' names goes over big with the

boys. They all have the desire to win. A record sheet is also posted containing the outstanding records in the different events and this is changed only when some boy betters one of the marks. This is an extra stimulus for the exceptional performers.

The Western Society

(Continued from page 8)

Heilman of Reed College, Miss Alice Evans of Pomona College, and Miss Elsa Sameth of the University of Nevada. The first officers of the Society were Ruth Elliott, President; Florence Alden, Vice-President; and Helen Bunting, Secretary-Treasurer. At this meeting the qualifications for membership in the Society were determined as follows: Active members must be directors of physical education in colleges of Class A standing; associate members (without voting power) may be directors of physical education from other schools within the western territory. This territory was to be defined by the Executive Committee.

At the next meeting, held at Eugene, Oregon, in May, 1922, a constitution was adopted, and the following topics were discussed: tests of organic vigor, relationships between departments of physical education and women's athletic associations, organization of departments of physical education for women, health service, and professional training courses.

The second annual meeting was held in April, 1923, at Stanford University. In addition to the founders of the Society, members were present from the University of Southern California, the State College of Washington, the University of Washington, and the San Jose State Teachers College of California. Eleven unofficial delegates also attended this conference. The Committee on Tests of Organic Vigor reported and was continued. Miss Stoner gave a report of the Conference on Athletics and Physical Recreation for Women and Girls, held at Washington, D. C., earlier in the month, and Miss Bunting reported on the Convention of the American Physical Education Association at Springfield, Massachusetts, and on the meeting of the Eastern Society of College Directors of Physical Education for Women recently held at Wellesley College. Papers were read and discussed on: "The Physical Director's Responsibility in regard to Health Work on the Campus"; "Content and Interpretation of Physical Examinations"; "The Teaching Load in Physical Education"; "Types of Athletic Competition for Women"; and "Excuses."

The meeting of 1924 was held at Mills College in April with fourteen institutions represented. Two speakers from outside the group made valuable addresses: Dr. Howard Markel of San Francisco spoke on "Posture Training in Modern Medicine," and Dr. Raymond Franzen, then of the University of California, spoke on the "Application of Statistical Methods to Athletic and Efficiency Tests."

In April, 1925, a meeting was held at Pomona College. Speakers from without the group were Mr. J. B. Nash, then Director of Physical Education at Oak-

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land, Dr. Charles LeRoy Lowman of Los Angeles, Dr. Helen Thompson of the University of California at Los Angeles, and Miss Signe Hagethorn, Supervisor of Physical Education of San Francisco. Eleven member institutions were represented. At this conference two important changes were made in the qualifications for membership:

1. Membership was extended to include all institutions containing a department of physical education for women of the following types: 2, 3 and 4-year State Normal Schools, Junior Colleges and 4-year Colleges, each institution to pay one membership fee.

2. All staff members may attend the conference of the Society on payment of the Conference fee. There shall, however, be but one voting delegate from each member institution.

In December, 1927, a conference was held in the new Hearst Gymnasium at the University of California at Berkeley. Speakers outside the membership included Dr. Herbert R. Stolz, Director of the Institute of Child Welfare, Berkeley; Mr. N. P. Neilson, Chief of the Division of Health and Physical Education of the State of California; and Dr. Edna W. Bailey, Associate Professor of Education, University of California.

In 1928 the Society met again at Stanford University. In addition to papers by Dr. W. H. Burton of the University of Chicago, Dr. Ellwood P. Cubberley, and Dr. Thomas A. Storey of Stanford University, a discussion of international competition of women in sports occupied one session of the conference.

San Jose State College, San Jose, California, was hostess to the Conference in December, 1929. Of one hundred eligible institutions in the large area allotted to the Society, twenty-six were represented, and attendance at each session numbered about fifty persons. Dr. C. LeRoy Lowman of Los Angeles, Miss Winifred Van Hagen of the State Division of Health and Physical Education, and Miss Mary Wallace Weir of Pasadena, were guest speakers.

The conference of 1930 was moved forward to March, 1931, in order that it might be held in the new building of the University of Southern California at Los Angeles. At this meeting a new constitution and by-laws were adopted and plans in preparation for the meeting in California of the National Association of Directors of Physical Education for College Women were discussed. Mr. Zack Farmer, Secretary of the Olympic Games to be held in Los Angeles in 1932, and President Von Kleinsmid, of the University of Southern California, were guests of the Conference at luncheon. Miss M. W. Weir, Mr. N. P. Neilson and Mr. Ralph LaPorte attended the conference as speakers.

For the last three years the Society has concentrated on two major studies: international competition for women and the measurement of improvement as part of the problem of grading in physical education. Research studies are being carried on in the measurement of improvement and in the relationship of the junior college courses, in the professional preparation of teachers of physical education, to those in the four and five-year institutions.

Method of Combining Scores

(Continued from page 23)

winning the largest number of points in Mass Athletics, combined with Field Day events. One copy is for the instructor and one copy for the bulletin board.

The mimeographed sheet, "Rules and Regulations for Track and Field Day Events at the Stadium," states the school grades taking part, the number of entries and the actual number of competitors, the time for entries to be at the central office, the classification, events, scoring, and a statement covering the relays.

The boys' mimeographed entry blanks state the school, the date for closing entries, the general rules covering the school grades, classification ages, number of entries to be listed and the number for actual competition, the scoring, and provides a column to the right of each name for the official track number. The junior list is placed on the left side of the sheet and the senior list on the right side.

The girls' mimeographed entry blanks state the same general information as the boys', except that there is only the one classification. Three events are listed on the left side of the sheet and the relay entries placed on the right side. Both sheets have a line for the signature of the school principal. From these entry blanks, the sheets for the Clerk of Course are made up.

The following shows the "Order of Events."

Boys' and Girls' Field Day

Order of Events

The first call for contestants will be ten minutes before the event starts. The last call will be made two minutes before the event is started. Contestants must be present to answer promptly or forfeit their right to compete.

No. 1	9.00 A.M.	100-yard Dash	Senior Boys.....Trial Heats
No. 2	9.10 A.M.	50-yard Dash	Junior Boys.....Trial Heats
No. 3	9.20 A.M.	35-yard Dash	Girls .....Trial Heats
No. 4	9.30 A.M.	100-yard Dash	Senior Boys...Heat for Seconds
No. 5	9.35 A.M.	50-yard Dash	Junior Boys...Heat for Seconds
No. 6	9.40 A.M.	35-yard Dash	Girls .....Heat for Seconds
No. 7	9.45 A.M.	100-yard Dash	Senior Boys.....Final Race
No. 8	9.50 A.M.	50-yard Dash	Junior Boys .....Final Race
No. 9	9.55 A.M.	35-yard Dash	Girls .....Final Race
No. 10	10.00 A.M.	Running High Jump	Senior Boys
		Running High Jump	Junior Boys
No. 11	10.00 A.M.	Running and Catching	Girls .....Trial Heats
No. 12	10.10 A.M.	Running Broad Jump	Senior Boys
		Running Broad Jump	Junior Boys
No. 13	10.20 A.M.	Running and Catching	Girls .....Trial Heats
No. 14	10.25 A.M.	Volleyball Serving	Girls
No. 15	10.45 A.M.	Running and Catching	Girls .....Final Race
No. 16	11.30 A.M.	Junior Boys' 400-yd. Relay	.....Final Race
No. 17	11.45 A.M.	Senior Boys' 400-yd. Relay	.....Final Race
No. 18	12.00 A.M.	Girls' 400-yd. Relay	.....Final Race

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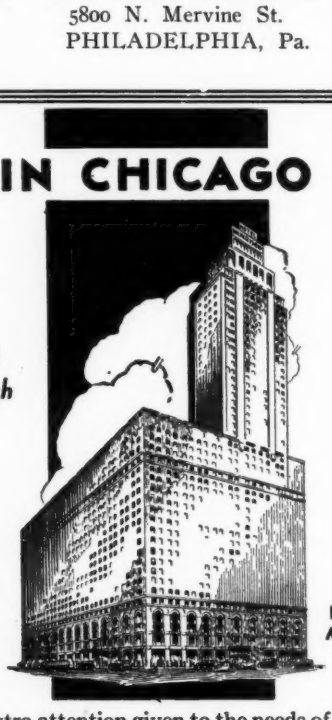

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"completed event," I mean that we assign one official as clerk for the 100-yard Dash, another official for the 50-yard Dash, and so on for each of the other events. All of the races are run off before the field events.

The general procedure we use is something as follows: The 100-yard Dash clerk calls the roll for his event, scratching out the numbers of those not contesting. He calls the roll the second time and each contestant draws from the Starter's hat or cap, a little wooden number (we buy a 50c Lotto set and use the round wooden pieces with numbers in low relief, which are about the size of a shotgun wad). The Clerk announces the number of the contestants, our Starter knows he has seven four-foot alleys (our 30-foot straightaway is perhaps the widest in the South) and he adjusts his number in the heats accordingly, generally with 42 contestants in each race with 7 competitors in each of six heats. The drawn number 1 (Lotto number) is placed nearest the curb, 2 next, and so on until that heat is placed.

The next lowest number—in this case, with 42 contestants, would be 8—is placed next the curb, and so on until six heats are placed in proper lanes. All are lined up in this order about ten yards behind the starting line. The clerk writes the number of the heat in the proper column, and also lane, something as follows:

No.	School	Drew Heat No.
17	Bayview	4-(2)

This merely means Contestant 17 from Bayview School drew heat number 4 and the second lane from curb. The balance of the Clerk's sheet has columns showing the way the contestant progressed (or failed) throughout that competition.

In the meantime, the other Clerks are completing their roll-calls, arranging competitors and listing heats and lanes, and placing them on the grass on the inside of the oval opposite their starting line, so that the moment the 100-yard Dash is completed, the 50-yard Dash boys move, in an orderly manner, to the starting position on the track, and then the same procedure is followed with the girls in the 35-yard Dash.

The Starter motions the first heat of 100-yard Dash boys to the starting line, collects the heat wooden numbers which are heat and lane identification, waves handkerchief (or blows whistle) to Finish Judges and Event Clerks, gets answering signal "all is ready," steps to rear of first heat, and starts this heat. Even before the race is over, the second heat moves into position, the wooden numbers are again collected, and we are ready for the next heat to start as soon as the Finish Judges report to the Event Clerk and replace the yarn at the finish. The other heats follow, and in turn the other dash events.

In this manner, we have repeatedly run off three different distances, involving for each 6 trial heats, one second heat, and one final heat, or twenty-four races in all, with a total of 162 grade school children contestants, in less than the scheduled sixty minutes, generally about fifty minutes.

As soon as the Senior Boys' Dash is finished, the roll is being called for the Senior Jumps, and so on

for all the boys' and girls' events, making every effort to keep to the time schedule of events.

Time is important for us because some of our children have to leave home by eight o'clock to get to the Stadium and dressed by nine o'clock and then we want to return them in time for a good noonday meal.

Measurable Data Related To These Activities

During the period of eleven years, large amounts of data concerning these activities have accumulated, but in an article of this length, only a very brief summary of outstanding points will be mentioned.

In Mass Athletics, a comparison of the averaged records for the first five years, with the averaged records for the last six years, shows twelve, out of a possible twelve, comparisons indicating improvement. These twelve comparisons were made of the three White Boys', three Colored Boys', three White Girls', and three Colored Girls' Mass Athletic events, all showing improvement.

In Field Day events, a comparison of the averaged records for the first five years, with the averaged records for the last six years, shows fourteen improvements out of a possible eighteen. These eighteen comparisons were made up of the following groups:

For white boys, two classifications, four improvements out of six comparisons; for colored boys, two classifications, six improvements out of six comparisons; for white girls, one classification, one improvement out of three comparisons; for colored girls, one classification, three improvements out of three comparisons.

Combining twelve Mass Athletics comparisons and the eighteen Field Day comparisons, there are twenty-six improvements out of a possible thirty comparisons.

The following records give a general idea of the average range of ability in the various events.

WHITE BOYS' MASS ATHLETICS

EVENTS	35 YDS. Seconds	R. H. J. Feet	R. B. J. Feet
Lowest Annual Average Record	6.2420	3.3486	10.8439
Highest Annual Average Record	5.1691	3.8595	11.2954

COLORED BOYS' MASS ATHLETICS

Lowest Annual Average Record	6.0584	3.3559	10.6340
Highest Annual Average Record	5.3767	4.0241	12.0615

WHITE BOYS' FIELD DAY EVENTS

	JUNIORS			SENIORS		
EVENTS	50 YDS. Seconds	R.H.J. Feet	R.B.J. Feet	100 YDS. Seconds	R.H.J. Feet	R.B.J. Feet
Lowest First Place Winning Record	7.4	3.91	12.50	13.0	4.62	15.39
Highest First Place Winning Record	6.6	4.58	14.83	11.2	5.37	17.00

COLORED BOYS' FIELD DAY EVENTS

Lowest First Place Winning Record	7.2	4.25	13.67	11.4	4.75	16.83
Highest First Place Winning Record	6.4	5.35	15.58	10.2	5.85	20.54

WHITE GIRLS' MASS ATHLETICS

	25 YDS. Seconds	35 YDS. Seconds	R. & C. Seconds	V. B. S. (Hits) (Old)	(New Method)
Lowest Annual Average Record	5.0661	6.0574	33.7366	.8001	None
Highest Annual Average Record	4.1531	5.3394	25.3349	1.3978	3.6963

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COLORED GIRLS' MASS ATHLETICS

	25 YDS. Seconds	35 YDS. Seconds	R. & C. Seconds	V. B. S. (Hits) (Old)	V. B. S. (Hits) (New Method)
Lowest Annual Average Record	4.9127	6.5434	35.0944	.3657	None
Highest Annual Average Record	4.4566	5.7826	26.5044	1.2515	3.3563

WHITE GIRLS' FIELD DAY EVENTS

Lowest First Place Winning Record	4.0	5.2	21.0	4.00	None
Highest First Place Winning Record	3.6	5.1	18.0	5.00	84

COLORED GIRLS' FIELD DAY EVENTS

Lowest First Place Winning Record	4.4	5.0	21.4	3.00	None
Highest First Place Winning Record	3.8	4.8	17.8	5.00	79

The complete data provides abundant material for comparisons which strongly indicate a real, and in some cases, a remarkable amount of measurable improvement in these various activities, with a tendency toward actual correlation of the Mass Athletics and Field Day achievements.

The Most Worthwhile Outcomes

The measurable improvement, while valuable as an indication of tangible achievement, fails to express the most worthwhile outcomes of this phase of our physical education program.

Over this period of eleven years there has been a gradual growth of the idea that all might take part and contribute according to their ability, and this has brought new physical interests to large numbers who would never have participated under the usual conditions.

The more proficient have found competition on their own level, and their ability has been turned into pupil leadership, involving the instruction of others, the care of equipment, and the preparation of event areas.

Group helpfulness has been developed to a rather unusual extent, and instead of "razzing" the less capable, there has grown up a spirit of co-operation and downright sympathy for the person who fumbles the ball, stumbles, or knocks the cross-bar down.

The "quit" spirit, which rises so readily to the surface under conditions of poorly matched individuals, is altogether lacking. While there are all grades of ability taking part in the Mass Athletics, each person does his or her best, knowing full well that they are a very necessary part of the group achievement.

The emphasis on winning, hoping to humiliate your rivals, has been pushed aside, in fact, has become lost, in the urge to do your best for your group, and this is a real social gain.

In so far as the girls are concerned, there has developed a tendency for more practical school clothes and shoes, because many times they are wearing regular school clothes while the activities take place.

Over this period of eleven years, there has been no unfavorable criticism from interested persons or examining physicians of the boys and girls taking part in this program. We believe this is largely due to the annual physical examination of all children; the recognition of desirable, occasional excuse from activity, for both boys and girls; the preliminary and continued

preparation, over a number of years; and the fact that almost 100% of the spectators are participants.

The activities making up this phase of our physical education program in our schools have been selected and organized according to local conditions and adapted to the age, capacities, sex, and some of the needs and interests of large numbers of normal children.

We believe that these activities are a worthwhile part of our physical education program.

Baseball Type Games

(Continued from page 38)

31. **Base to Base Ball.** *Grades 6 to 9, Numbers 14 to 20. Space 150 by 150 feet.*

This game is played on the regulation playgroundball field. It differs from playgroundball in that the batter, when becoming a base runner, continues on around the bases until retired by the fielders. In order to retire a base runner the fielders must first field the ball to first base and then to second base and then to third base, etc., until they can field the ball to a base ahead of the base runner and touch him as he comes into the base. Thus, after a base runner has passed first base, he continues on around until put out. If he crosses home plate, he scores a run. It should be noted that the fielders must first throw the ball to first base, regardless of where the base runner is, and then must throw the ball around the bases in order to try to get the ball to a base ahead of the base runner. A batter may also be retired by three strikes, or by a caught fly ball. After three outs, sides change, as in baseball. Play may continue for any designated number of innings. After a batter is put out, he does not remain on a base but returns to his team at bat. According to this rule, only three batters will bat during an inning. If desired, the game may be played by having all players on the side at bat, bat, and then having the teams change places, thus constituting one inning.

Physiology

(Continued from page 45)

Note: The cuts employed in this article were placed at the author's disposal by permission of Dr. Jokl, Breslaw, and through the courtesy of the Weidmannsche Buchhandlung, Berlin, Publishers of "Die Leibesübungen" (cited below) in which they recently appeared. The legends were written by the present author after consultation of Jokl's text.

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* This article is the most inclusive semi-popular statement of Jokl's findings.

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South African Track Trip

(Continued from page 14)

We found that the Union of South Africa has a school system not so very different from ours in the United States. As a matter of fact they have quite a thorough school system for the whites but none for the natives with the exception of that which is supplied in the various mission schools. However, in Cape Province the natives have voting power and therefore have schooling privileges. But one will not find white and native children attending the same schools. Most of the schools are non-co-educational. As a general rule separate schools are maintained for boys and girls from the time they first start to school. Most of the school buildings are one-story affairs, surrounded by ample playgrounds. When the boy or girl is ready to enter what we would call the high school he enters college, and then upon graduation from college he can go on to the university.

A number of American games are played in the schools of South Africa. Much tennis and golf is played not only by school youngsters but by everybody, especially the women. Servant help is very cheap which makes it possible for the South African housewife to spend much time on the golf courses and tennis courts. It is difficult to raise grass in South Africa, the result being that many homes have tennis courts in the front yard. Tennis teas are quite a popular social affair in South Africa.

Baseball is coming into South Africa, particularly in Durban and Johannesburg. Basketball is played in a number of the schools but always on outdoor courts. Cricket is a very popular game, but the *most* popular game is rugby football. South Africans have the reputation of being the world's finest rugby players, a reputation which is justly deserved by results of international competition. Rugby to them compares with football to us. Their educational institutions do not have coaches but rather sport directors who are, generally speaking, rugby football coaches. Letters which I have received since my return to the states indicate that interest in track and field athletics has increased tremendously and that all schools are devoting much more emphasis to this form of international athletic competition than they have in the past.

It was a great trip. I believe we fulfilled, at least in part, our mission. We tried to help the South Africans in their endeavor to be better athletes. They said we did. I believe we convinced them that America is composed of people other than gangsters and racketeers.

Also, our conception of South Africa has changed. We are apt to think of it as a country full of "blacks" and wild animals. To be sure, there are many of these but we found South Africa a highly civilized country with modern cities of the American type. We found it, in the main, an agricultural country with its citrus fruit, pineapple and banana ranches, sugar plantations, ostrich and stock farms, as well as a country with much grain farming. Then there are the diamond and gold mines and mammoth herds of sheep and goats which

form a large supply of the American kid leather industry. But above all its inhabitants are a most hospitable people, are sport loving, and are very fond of America.

Psychological Aspects

(Continued from page 15)

in is to be matched with the prevention of accidents and injuries from *without*. Safety education is largely a psychological matter. The safety of the mechanical side of automobiles at the present day is said to be well up towards 100 per cent. The safety of the human side of the automobile in flight is a dubious quantity. The automobile under human lack of control kills more than did the Great War; it is said to be the cause of more deaths than is tuberculosis; and we are told that automobile accidents increased 1050% from 1911 to 1927. My point is that that part of the physical education program which is concerned with public safety has essentially a psychological problem with which to deal. Public safety will not be secured until the problems of human behavior in relation to safety find their solution.

One of the most valuable contributions of physical education may well be found in the development of scientific attitudes towards sickness, causes of disease, and effective treatment. Superstition and ignorance are to be overcome. Perhaps in no way better than in the demonstration of the results of the methods of physical education are the prejudices of ignorance and of superstition to be routed. In its dependence upon the sciences for its foundations it has the source, and in its methods, the means, of accomplishing much in this direction.

FINALLY, it is most worthy of emphasis that in the social situations in which physical education is carried on, it has the prime condition for the development of moral traits. More than in the artificial situations of the school room, it directs activity which goes on in the more real and vital situations of ordinary social living. In the give and take between individuals, in the need for cooperation and team work, in the struggle that requires strength, endurance, the consideration of fair play, physical and mental control, and accuracy of performance, moral traits are more essentially and vital-

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ly called into play; and here is the place for the most effective development of ideals which are to a very large extent at the heart of education. Here we may find thought, judgment, precise action, competitive effort of a high type, and the integrative activity that is just now finding its proper recognition.

Some Implications of Health

(Continued from page 11)

sary. If you want to obtain fame and gratitude go out and cure somebody of something. If you spend your energy and abilities enabling the child to live more fully and not to need cure, your light will be forever buried under the bushel. The world which includes education still worships the spectacular.

Implications for Administration

Effective administration is characterized by the maximum contributions to the child's fullest expression and welfare. The ultimate criterion of effective administration is the one which is the most efficient for the child in that particular situation. Consequently administrative "set-ups" will vary and administrative responsibilities will be located in many different individuals in different situations. Health as a total school objective must of necessity involve all aspects of education directly or indirectly and in varying degrees according to the nature and opportunities in the activity. It would appear to be a doubtful policy to maintain that any total school objective belongs to any school department. The effect of such an allocation is to limit the health contributions to a particular group of activities, and to limit the contributions of these particular activities to health.

The newer objectives of education are total personality, total school objectives. We have allowed our thinking to be crystallized by the existent administrative patter—we must departmentalize. Health, character, etc., cannot be departmentalized. It is assumed that every department must have a particular objective as its peculiar prerogative. This is best exemplified by the chaotic condition now existing in the relation of the physical education activities to the objective health. We may have a department of health and include in it physical education with the other aspects of the program—hygiene, correction of defects, health service, clinical procedures, and perhaps lunchrooms. If our fancies prefer we may have a department of physical education and health in which health becomes a subsidiary of physical education or one with the title of health and physical education in which physical education becomes a subsidiary of health.

Administratively it may be desirable to designate a particular individual who shall be responsible for the assurance that every activity within the school curriculum makes its maximum contribution to the health objectives. The desirability for such a position must be in terms of the ability to do the job which he or she has to perform. That job is certainly not limited to the physical education activities. Neither will it be safe to say that an individual placed in that responsibility should not have a deep fundamental knowledge of the possibilities and opportunities of the physical education opportunities as contributaries to this objective. The same should be said however of every other group of activities.

It would appear to me that there is a need for a health co-ordinator, a health administrative officer who is responsible for the achievement of the maximum health results in every aspect of the school life. In some situations this will be a particular person having that particular administrative responsibility. I can see in larger schools that he may never teach as such. He is an expert, if you wish, in the drawing out of all subject matter and of all teachers the health results desired. In small school situations the principal will have to assume this administrative responsibility. Health as a basic objective permeating every aspect of school life should not be deputized to any particular teacher. The teacher's task is to draw from her situations the maximum health results. The principal of a small school is responsible for the administrative functioning of the school so that these results are achieved. Health is basic to all other achievements and as such is so important that he cannot shift the administrative responsibility to a teacher. I cannot see that we can any longer visualize the administrative basis in departments. We shall still need departments where the number of teachers teaching a particular group of activities is that they need co-ordination and a linking together for efficient functioning. The newer objectives of education are such that they demand objective directors, individuals who shall be responsible for the contributions of the school life to that particular objective. The training of such an individual must be broad in its scope.

Implications for Professional Training

Every teacher must be trained in the technique of obtaining the maximum results in health from the activities for which he is responsible. He or she must possess a knowledge of the opportunities for getting health results, ability in the recognition of health deviations, ability to set up procedures for the avoidance of unhygienic conditions of teaching, ability in making the maximum use of the opportunities in the activities, and knowledge of the implications of the objective health.

Special professional preparation must be given to the administrative officer responsible for the health objective. He must have knowledge of the opportunities for health education in all aspects of the curriculum. He must know how to use these opportunities. He must be the expert in the interpretation of the implication of the objective health. He must be trained in the administrative function of organizing periphery units of the total health program, examinations, clinics, health service, follow up, etc. He must be an expert

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in the hygiene of the total environment of the child.

In the larger schools and systems these functions will be handled by a particular officer. In the smaller schools it will be the responsibility of the principal, and in the one-room school that of the teacher. Adequate professional training must insure that the person is prepared to get the maximum results for the newer objectives. It appears to be an impossible task. It implies possibly some minor revolutions, one of which may be longer training for the smaller-school teacher and principal than for the larger-school teacher where the responsibilities and scopes are narrower.

The preceding observations have been made not as a health expert but as one who is primarily interested in physical education and its possibilities for the achievement of the objective health. No attempt has been made to cover all the aspects involved in the problem, but to select a few which appear outstanding. They are made less with the idea of criticism than with the desire for a constructive policy based on the implications of the modern objectives of education as the author sees them. An educational policy should be constructive and in conformity with its accepted objectives, not opportunistic.

Interpretation of Play Days

(Continued from page 30)

of the Principal who allowed them to raise five dollars with which they were able to give a play day for the grammar school children in their vicinity. In Alabama, state and county play days have displaced the annual state and county tournaments with very good success. J. E. Rogers recently reported in the JOURNAL that in Minnesota last year, fifty counties conducted play days for over 90,000 children. Boys' schools are beginning to adopt the idea, and under the name of "Sports Day" the same type of competition is being used.

The play day has limitless possibilities, but always it should be very well planned, be varied, have well trained leadership, and have the details carefully executed. It is not the time for teaching new games, although one or two new games might be demonstrated, by way of introducing them to the program. Play days are not a panacea for all ills, but a very real part of every progressive physical education program. The Women's Division of the National Amateur Athletic Federation is much interested in receiving programs of successful play days, has on file a large number of suggestions and programs, and is glad to assist instructors with their plans.

Finally, play days are especially worth promoting at this time in the world's history because they are so definitely a contribution to the Peace Movement. We have thought in the past in terms of intense competition, bitter rivalry, war and fanatical nationalism. Today we are talking of world fellowship, inter-racial experiments, peace, and good-will. Where better can we begin than by promoting friendship and understanding between schools and towns and villages through play days?

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Future Development

(Continued from page 29)

education going to do in regard to adapting and grading a program to the different age periods of the entire span of life? The process of physical education, if it has any value, must be in a continuation of the activity throughout the lifetime of the individual. Physical education has not yet made provision for this need. Physical educators must seriously ask themselves, "What is the carry-over value of our program and in what manner can we be of service to the adult population in promoting healthful exercise?" Has not this latter idea already been seized upon and exploited by commercial amusement enterprises? We must face this situation squarely in the future and assume our share of responsibility for it.

The Granting Of Positive Credit For Recreative Activities

A more or less academic question that has been much discussed recently in many sections of the country is the granting of positive academic credit for all types of physical education work. Physical education authorities have fought to get academic credit for class work done in physical education. This struggle is becoming more and more successful; but the question proposed here is not of academic credit for classroom work in physical education but—Should this credit be given for classroom work only, or are the recreational activities which are participated in outside of the class of sufficient value to receive academic credit? When all sides of the question are analyzed it would appear that the recreational type of program (the intramural sports program) is perhaps rendering as definite a service as the classroom work in physical education. So far as spontaneity is concerned in the socialized aspects, in the mental hygiene aspects of the question, the intramural, recreative program has far more to contribute, perhaps, than the present activities program of the classroom. Some of the intangible factors and aims of physical education such as the moral, social, and ethical values may be as easily learned through a spontaneous program as through a classroom program. If this is so, and if it is also true that activity of a proper kind can be controlled in a spontaneous program, then it follows that we would be justified in giving credit for this type of activity. Physical education in the future must give some thought and study to this problem.

Certification

Finally, a problem in physical education which is challenging attention now as it has done in the past, but which up to the present has not developed into a uniform practice, is the certification of physical education teachers throughout the country. It is extremely unfortunate that most any man, especially if he has been trained in athletics of the collegiate grade, should be accepted as able to teach physical education. While this does not hold true in the case of women teachers, yet the entire fabric of physical education is endangered by this condition. The certification requirements and standards for practically every other special subject in the curriculum have advanced far beyond those of physical education. Physical education can never reach a professional basis until the teaching requirements are such that a certain amount of training and background is demanded before an applicant will be certificated. The ethics and standards of the profession suffer in so far as certification does not control the type and training of individuals who are the incumbents in the positions which have been dignified by the name of physical education. What the developments will be are problematical; but it must be recognized that there cannot be any advancement in the future of physical education as a profession unless some means of certification and a definite control of the training of the people engaged in this work are established. Until that time the certification of teachers in physical education remains one of the most important elements in the development of the physical education movement.

Conclusion

Many other factors are challenging the attention of the physical educator today. Among these might be mentioned a scientific attitude toward the work, a scientific approach which will not permit the advancing of exaggerated claims for our work unless based upon authentic evidence. The research movement which is just developing in physical education will do much toward dignifying and making authentic the claims in physical education. The so-called athletic movement is also inextricably connected with physical education. The solving of these problems as well as many others must be made a part of the program of physical education in the future.

Promoting Health

(Continued from page 17)

differences, welcome in the program itself ideas proposed by the children, and be guided by immediate local needs rather than routine practices. They should lead children into wholesome activities and keep in the mind that "he who cannot oppose a strong will to the ever-changing desires of young children will soon become the plaything of their restlessness." The teacher should look his job, be neat and clean in appearance, clean in speech, and win the confidence of his pupils through frankness, honesty, and ability to lead and direct them in their activities. He should keep the public advised of his program, invite parents to visit at frequent intervals, and when possible encourage them to take part in the games of their children.

The supervision may well include consideration of the following qualities in the playground teacher:

1. Ability to retain the fundamental principles of healthful body building though his method may depart from old tradition.
2. Ability to weigh all new ideas carefully in the light of experience and pupils' needs before including them in a regular program.
3. Readiness to meet the individual needs of all pupils.

4. Firmness in accepting nothing but the pupils' best in performance after having set desirable goals of achievement.

5. Resourcefulness in providing opportunities for joy and happiness in every lesson.

6. Consciousness of the social and educational outcomes in the program.

ADEQUATE play space, good equipment, and a fine teacher will not improve defective teeth, diseased tonsils, or the several organic conditions that man is heir to. Taking part in the program may not make a gentleman out of a cheat or a scholar out of a boy who is not interested in learning; but the activities will offer opportunities for him to develop the best that there is in him. He will learn to play the games, help others, to sacrifice himself for the good of the team, to be loyal, resourceful, dependable. He will learn the benefits of leadership and followership. He will note the tactics of the bully and the fine qualities of those to the manner born. He will lose himself in the activities, win with joy and lose with courage.

The importance of mental health is increasingly recognized.

At the twenty-first annual clinical congress of the American College of Surgeons held October 1931 in New York City, Dr. Charles H. Mayo of the Mayo Clinic at Rochester, Minnesota, said, "We pass through more of the wonders of life in forty years than was possible for old people in the past. The world has moved ahead so fast as regards material civilization that man has almost, for the moment, got behind in his power of adaptation. Every other hospital bed in the United States is for mentally afflicted, insane, idiotic, feeble-minded, or senile persons. That's worry. It is worry that breaks down the brain, not work as such."

Mental ill health is a challenge to our civilization. Economic pressure, war in the Far East, unsettled conditions in Europe, fear of what may happen this year, next year, and the years to come, are all taking their toll on young and old alike. Mental health is dependent upon physical health. We can and should provide for this need. A well organized program of recreation will not prevent all mental ills; but what better preventive is there than the forgetfulness of self, the joy and renewed vitality derived from wholesome recreation?

But not only to prevent mental illness but to contribute positively to the health and happiness of the well is a debt to youth. Superintendents and others in authority should plan, not tomorrow, not next year, nor when the depression is over, but *now* for adequate play areas, well-equipped, in charge of efficient teachers. Plan to give to the children in your charge not the "advantages" you may have missed in your youth, but the right to which they are entitled, the right to a strong healthy body co-operating with an alert mind. An adequate recreation program is neither frill nor fad, it is a fundamental necessity. To the "three R's" of tradition has been added a fourth—recreation. Reading, Riting, 'Rithmetic, Recreation—let not this last be least!

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Text-Book of Human Physiology. August Krogh, Ph.D., and Katherine R. Drinker, M.D. (Lea & Febiger, 1932) 233 pp. 108 illus.

This is an attractive new textbook for college students. It is based upon a Danish book, the first edition of which was published in 1908. It discusses the Chemical Constituents of the Human Organism, Digestion and Absorption of Food, Circulation and the Blood, Decomposition of Foodstuffs, Respiration, Urine and Its Secretion, Body Temperature, Nutrition and Metabolism, Internal Secretion, Reproduction, Physiology of the Nervous System, Physiology of Sensation, and also contains eighty-three experiments to be performed by the student.

Public Health Organization. Report of the Committee on Public Health Organization of the White House Conference on Child Health and Protection. (Century Company, 1932.) 345 pp. $3.00.

This report is based upon an extensive survey of the organizations (official and non-official) in the United States, which are devoted to protecting and promoting the health of the people. The Committee finds that the whole concept of public health service is changing from a primary concern of the control of communicable disease to a program designed actively to promote mental and physical health as well as to prevent disease. The Committee considers the administrative problems and relation of the various units of public health service, from the federal organization to the county unit, in terms of the future, and takes up other important phases of the question such as the training of personnel, administration of child health work as a part of official health programs, and health aspects of food control.

Body Mechanics: Education and Practice. White House Conference on Child Health and Protection. (Century Co., 1932) 165 pp. $1.50.

This is a report of the Sub-committee on Orthopedics and Body Mechanics of the White House Conference on Child Health and Protection. The committee states that not less than two-thirds of the young children in the United States exhibit faulty posture—or body mechanics (felt by the committee to be a more inclusive term). This is a serious statement when it is realized that the health and efficiency of an individual are decreased by poor posture or body mechanics.

The committee has made an interesting study of the prevailing conditions and makes definite recommendations regarding training, instruction, and grading in body mechanics. A suggested program of corrective exercises and games is also presented. The book will be found interesting and helpful to all who are concerned with the care and training of children.

The Spirit of Physical Education. A Pageant of Activities. Berenice E. Sundel. (A. S. Barnes & Co., 1932) 13 pp. 50c.

Here is a pageant of activities portraying briefly the history of physical education. It is simple and practicable, yet interesting. This pamphlet will make a valuable addition to the Physical Education Handbook.

Corrective Exercises for Individual Physical Education. Charles D. Giauque and Joseph P. Trepp. (A. S. Barnes & Co., 1932) 32 pp. 75c.

This pamphlet contains in compact form a few well-known exercises used in the correction of kyhosis, lordosis, scoliosis, and flat feet, also a few general exercises. Physical directors will find it a convenient addition to the Physical Education Handbook.

Fundamentals of Fencing. John Johnstone. (Edwards Brothers, Ann Arbor, Michigan, 1932) 114 pp. $2.00.

This book is a real contribution to the art of fencing. It is well illustrated and discusses the History of the Sword, Foil Fencing, the various form of parries, Sabre Fencing, Epee Fencing, method of scoring, style, duties of officials, and numerous other points involved in the technique of this leisure-time activity. It is one of the first books in this field and the instructor in fencing will find it very helpful.

Elementary Bacteriology. Joseph E. Greaves, Ph.D., and Ethelyn O. Greaves. Second Edition. (W. B. Saunders Company, 1932) 535 pp. 138 illus. $3.50.

This is a useful textbook in elementary bacteriology. The fundamentals are fully and interestingly discussed—bacteria are studied historically, then as to their classification, form, chemistry, food requirements, and products. A great deal of space is devoted to the discussion of the important part that bacteria play in the world of man. This second edition has been re-set and much new material and many illustrations have been added.

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